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ABSTRACT

This compilation presents material relating to the ReCaRe (Reading and Content-area Resource) program, a one-semester elective course for secondary school students of all ability levels designed to develop their reading comprehension, vocabulary, rate of reading, and study skills. The first part of the compilation is a 48-page booklet entitled "Answers to Your Questions about ReCaRe: A High School Reading and Study Skills Program." The compilation next presents a research report demonstrating the effectiveness of the ReCaRe program at Henry Sibley High School, West St. Paul, Minnesota. The compilation concludes with a 34-page study skills inservice program, discussing such topics as study habits, pre-reading strategies, SQ3R, notetaking, test preparation, vocabulary, a "generic" 8-day lesson plan, and a 7-item bibliography of study skills texts. (RS)

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ReCaRe

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ANSWERS TO YOUR QUESTIONS ABOUT ReCaRe:
A HIGH SCHOOL READING AND STUDY SKILL PROGRAM

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An NDN Developer/Demonstrator Project

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TABLE OF CONTENTS

1. WHAT IS ReCaRe? 1

2. WHO CAN BENEFIT FROM A ReCaRe PROGRAM? 2

3. WHAT ARE THE THREE COMPONENTS OF THE PROGRAM? 3

4. WHAT SKILLS ARE EMPHASIZED IN THE SEMESTER CLASS (COMPONENT 1)? 5

Description of COMPREHENSION 6

Description of VOCABULARY 7

Description of RATE 8

Description of STUDY SKILLS 9

Sample Pages from the Time Management Unit 11

Sample Pages from the Test Taking Unit 16

5. DOES ReCaRe's INDIVIDUALIZED MANAGEMENT SYSTEM INSURE STUDENT ACCOUNTABILITY? 23

Sample Weekly Reporting Sheet 24

6. MAY I SEE A SAMPLE OF A STUDENT'S INDIVIDUAL CURRICULUM? 25

7. HOW ARE STUDENTS EVALUATED? 30

8. WHAT KINDS OF GAINS CAN STUDENTS EXPECT AT THE END OF THE SEMESTER COURSE? 31

9. THE REFERRAL SERVICE (COMPONENT 2) PROVIDES SHORT TERM TUTORIAL HELP--WHAT HAPPENS IN THIS 8 TO 10 DAY REFERRAL PERIOD? 33

10. HOW DOES A SCHOOL IMPLEMENT THE INCREASED TEACHER AWARENESS COMPONENT (COMPONENT 3)? 35

11. I LIKE IT! HOW DO I CONVINCE THE ADMINISTRATION AND/OR STAFF THAT OUR DISTRICT SHOULD ADOPT/ADAPT THE ReCaRe MODEL? 37

Student Reading Survey 40

Staff Reading Survey 41

12. MUST A DISTRICT ADOPT ALL THREE COMPONENTS? 42

13. HOW DO I SCHEDULE TRAINING, HOW MUCH TIME IS REQUIRED FOR TRAINING, AND HOW MUCH WILL IT COST? 44

14. WHAT ARE THE RESPONSIBILITIES OF AN ADOPTING DISTRICT, AND WHAT SERVICES CAN AN ADOPTING DISTRICT EXPECT FROM THE ReCaRe STAFF? 46

15. WHAT DO STUDENTS AND TEACHERS SAY ABOUT THE ReCaRe PROGRAM? 48

WHAT IS ReCaRe?

ReCaRe is a high school reading and study skill project that works! Specifically, the ReCaRe program provides

*A management system for an individualized, heterogeneously grouped secondary reading course emphasizing four skill areas--vocabulary, reading comprehension, reading rate, and study skills.

*Immediately available short-term tutorial help for students experiencing difficulty in content-area classes.

*Teacher inservice so that reading and study skill instruction can be integrated into and reinforced in content-area classes.

In the ReCaRe course, all ability readers, ranging from merit scholars to students who qualify for remedial education classes, work side by side on an individualized curriculum tailored to fit their abilities, needs, interests, and aspirations. In addition, content area teachers are trained to teach and reinforce the study skills emphasized in the one semester ReCaRe course. The main objective of the program is to help all students become efficient, independent learners prior to leaving the secondary school.

WHO CAN BENEFIT FROM A ReCaRe PROGRAM?

High school students of all abilities and secondary teachers of all subject areas can benefit from implementation of the ReCaRe model.

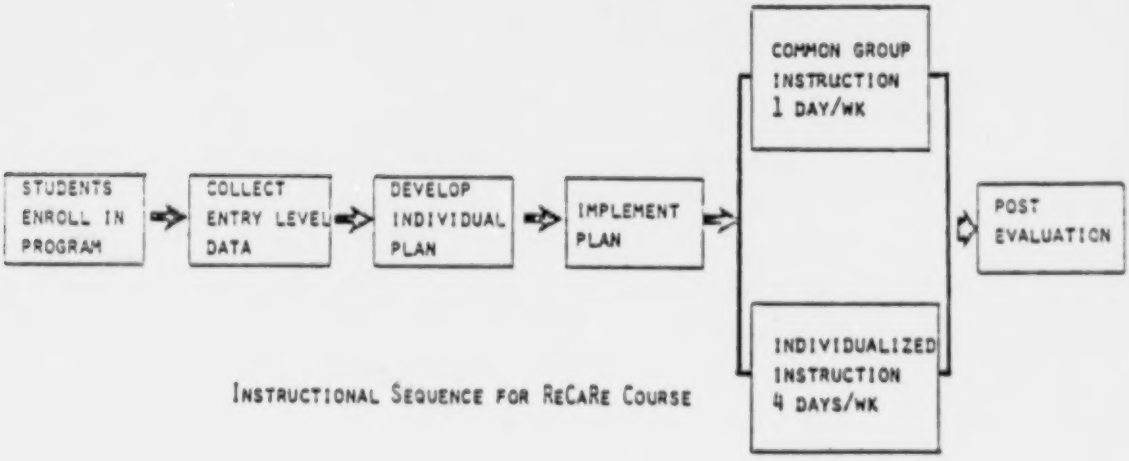
Terminating formal reading instruction for all but remedial readers following the sixth grade is highly ineffective. Many reading tasks, e.g. making inferences, varying reading rate according to purpose, and distinguishing main from subordinate ideas, are complex skills which require organized instruction and practice for even the most competent readers to master. In A Nation at Risk, the National Commission on Excellence in Education points out the "haphazard and unplanned" teaching of study skills and concludes, "Many students complete high school and enter college without disciplined and systematic study habits." (Page 22) In ReCaRe, all secondary students--those going on to post secondary school, those in remedial classes, and those planning to enter the work force immediately after high school--are given an opportunity to practice the reading and study skills that will make them efficient, independent learners.

Since students cannot become efficient, independent learners after a one semester class, the skills they learn in the ReCaRe course must be reinforced by all subject area teachers. Hence, the ReCaRe model provides inservice training for all content area teachers.

WHAT ARE THE THREE COMPONENTS OF THE ReCaRe PROGRAM?

The ReCaRe Center Project has three components: a heterogeneously grouped, individualized, developmental reading course, which students elect for language arts credit; a referral service for students having difficulty in content area courses; and a program to increase content area teachers' awareness of their role in teaching reading and study skills.

Component 1: The ReCaRe Course is a semester elective for juniors and seniors. Students receive instruction 55 minutes a day per 18-week semester. All students in the course progress at their own rates through individualized programs. A student's individual curriculum takes into account pretest scores, statement of need, interest, and post high school plans. Students rotate through four skill areas: vocabulary, reading rate, study skills, and reading comprehension. One day per week is set aside for group instruction to cover a variety of topics applicable to the whole class. The basic instructional sequence for the ReCaRe course is below.



INSTRUCTIONAL SEQUENCE FOR ReCaRe COURSE

Component 2: The Referral Component operates either during the class from which the student is referred or during a student's study hall. Referral students, a maximum of 5 per hour, spend from 5 to 10 days in the ReCaRe Center. Based on the results of informal assessment and the materials the classroom teacher plans to cover while the student is in ReCaRe, the ReCaRe teacher structures a tutorial plan. The ReCaRe staff has found that most referred students can read and understand their course text but are seriously lacking in study skills; hence, they are inefficient readers. Study skills, such as SQ3R, notetaking, and test preparation, can be practiced in a 5 to 10 day period and can greatly reduce student frustration.

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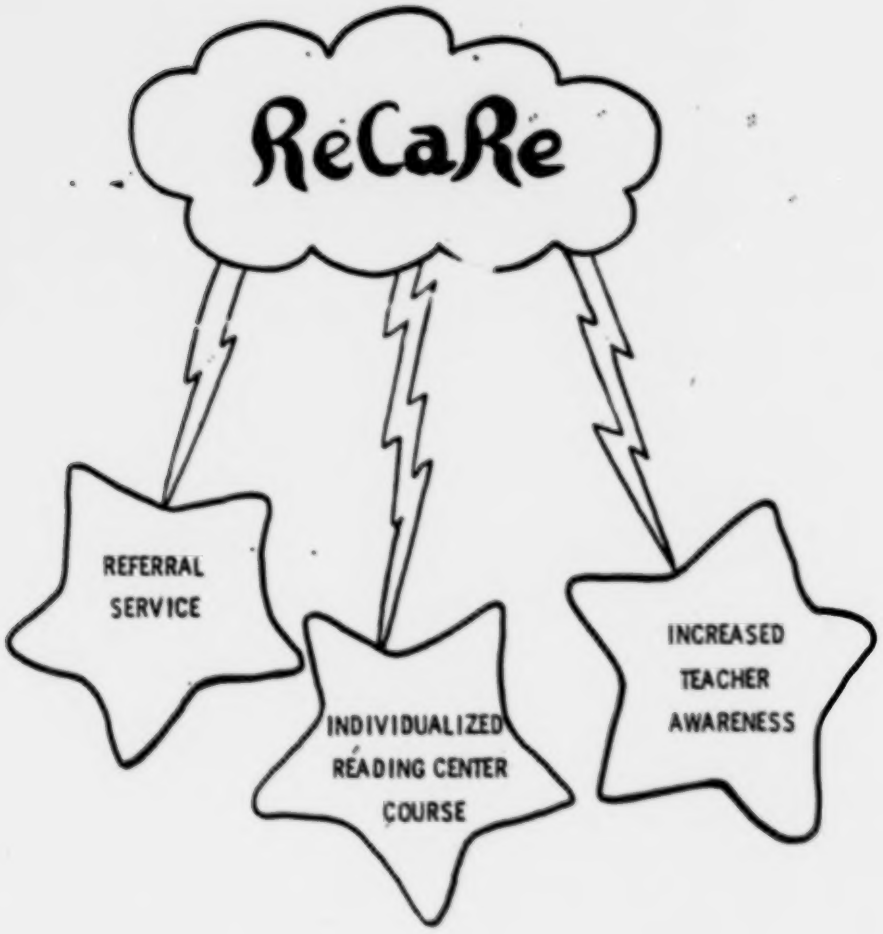
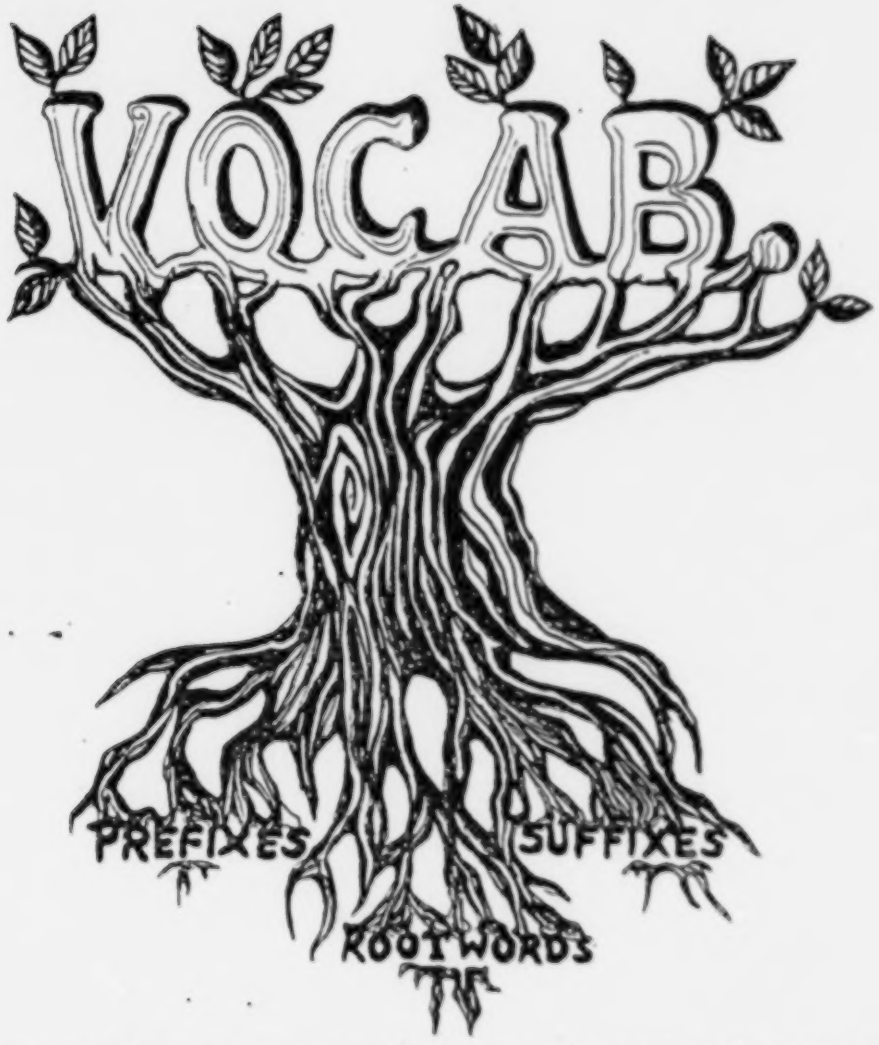
Component 3: ReCaRe's Increased Teacher Awareness Component is designed to help secondary teachers integrate reading and study skill instruction into their content objectives. Since improving student learning efficiency should be a general goal of all secondary teachers, inservice training in a developmental reading program is imperative. The ReCaRe program encourages inservice sessions to acquaint secondary teachers with their role in teaching reading and study skills.



WHAT SKILLS ARE EMPHASIZED IN THE SEMESTER CLASS (COMPONENT 1)?

Students enrolled in the semester class work in four skill areas: comprehension, vocabulary, rate, and study skills. Each student's curriculum is tailored to his/her needs, interests, abilities, and aspirations. Individualizing in three of the four skill areas guarantees that no student is "marking time," working in skills he/she has already mastered, and that no student is frustrated trying to keep up with his/her more capable peers. The requirements for each area are explained on pages 6 - 22 of this informational booklet.

The comprehension area is the most individualized of the four skill areas, particularly in terms of student interests and goals. The ReCaRe course at Henry Sibley High School (the origional ReCaRe site) lists over 35 titles at various reading levels. Students work in comprehension materials for two days every other week. Materials include comprehension skill building texts; college study skills texts; expository and narrative selections; ACT, PSAT and SAT test preparation texts and computer disks; and technical texts to help students learn to read and understand technical materials. Any anthology or skill book can be integrated into this area and assigned to students.



The vocabulary requirement illustrates the degree of individualization in the ReCaRe course. Students work on vocabulary one day per week and are responsible for 12 lesson words per week. These words are from one of two vocabulary series with levels appropriate for students with vocabulary skills ranging from grade four through college. In addition, to encourage students to build a personal vocabulary, they are responsible for five personal words per week. These are words they hear or see that they do not know. Students must use each of the 17 words in a sentence. They write their weekly vocabulary sentences on 3X5 cards, thereby forcing them to actively study for the vocabulary tests. Every two weeks students are tested on their vocabulary words. Since everyone's set of words is different, the ReCaRe teacher writes as many vocabulary tests as she/he has students. ReCaRe's organized management system makes the task of writing over a hundred different vocabulary tests every two weeks quite manageable.

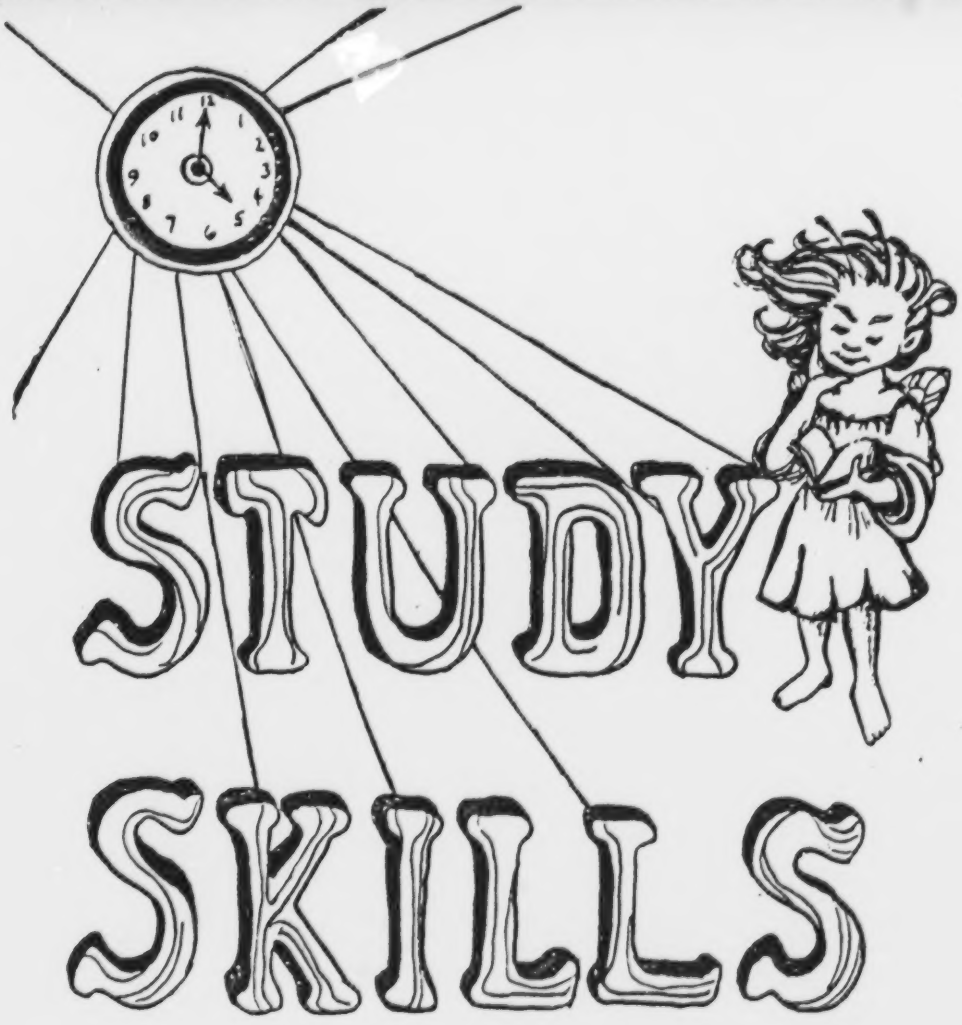
ReCaRe's vocabulary skill area is not only very successful in terms of student gains but also very popular with students. It is gratifying to hear students say, "I see my words all the time--in magazines, newspapers, books, and other classes." The ReCaRe vocabulary system increases students' awareness of words and their interest in learning new words.

ReCaRe's rate objective is to help students become flexible readers. Flexible readers have three reading speeds; each requires a different level of comprehension.

1. Study reading (200 to 300 words per minute), 80-90% comprehension
2. Average reading (250-500 words per minute), 70% comprehension
3. Skimming (800+), 50% comprehension

Many secondary students have only one reading speed--slow. They must be taught to adapt their reading rate to their purpose for reading. If an instructor expects them to know all the details of a chapter, then study reading using all the steps of SQ3R is a must. If they are reading a novel or magazine article for enjoyment, a relaxed, average speed is appropriate. If they have a set of study questions asking for specific facts, perhaps scanning is enough. Students working on a research paper must be able to get through volumes of material quickly and choose what is and what is not applicable to their topic. For these students, skimming skills are important.

Students learn to vary reading rate and comprehension level according to their purpose for reading. Materials in this area include reading machines, text material, and a paperback novel. It is certainly not necessary for replicating school districts to purchase machines and a filmstrip program in order to work in this skill area. Numerous texts, which are quite reasonably priced, are available for improving reading rate.



ReCaRe'S STUDY SKILLS UNITS

PLANNING A STUDY SCHEDULE
OR
HOW TO IMPROVE GRADES AND STILL HAVE TIME FOR PLAY

SQ3R: SUPER STUDY STRATEGY

NOTABLE NOTETAKING

TANTALIZING TIPS FOR TAKING TESTS

LIMELIGHT ON THE LIBRARY

THE FINALE

Because learning is a life-long process and because much of what students learn today may be outdated tomorrow, it is imperative that they possess the reading skills necessary to keep up with our fast-changing world. ReCaRe's study skill units are designed to increase learning efficiency. Naisbitt, the renowned trends forecaster, advises students, "Learn how to learn; you'll be doing it the rest of your life in the dynamic information age." Because students' learning will not/must not stop when they leave high school, all students in the ReCaRe course, regardless of ability or future plans, are required to complete all six study skill units--planning; SQ3R; notetaking; test taking; library skills; and the finale, a summary unit.

The six study skill units were developed by the ReCaRe Center staff and have been used successfully with students of all abilities throughout the country. Each unit consists of student objectives, a pre-unit self assessment, and student activities to develop mastery of the skill. As a culminating activity for each unit, students are asked to apply the skill to one of their content area texts. The objective of the study skill units is to help students become active rather than passive learners.

ReCaRe's six units are listed on page 9. The replication training manual includes a student and teacher edition of each of these units. The title page and first few pages of the planning (time management) and test taking units are included in this informational booklet on pages 11-22.

NAME _____

PERIOD _____

DUE DATE _____

PLANNING A STUDY SCHEDULE

OR

HOW TO IMPROVE GRADES AND STILL HAVE TIME FOR PLAY

PAGES 1-5	(5) _____
PAGE 6	(10) _____
PAGES 7-8	(10) _____
PAGE 12	(5) _____
PAGE 15	(10) _____
PAGES 15-17	(10) _____
TOTAL	(50) _____

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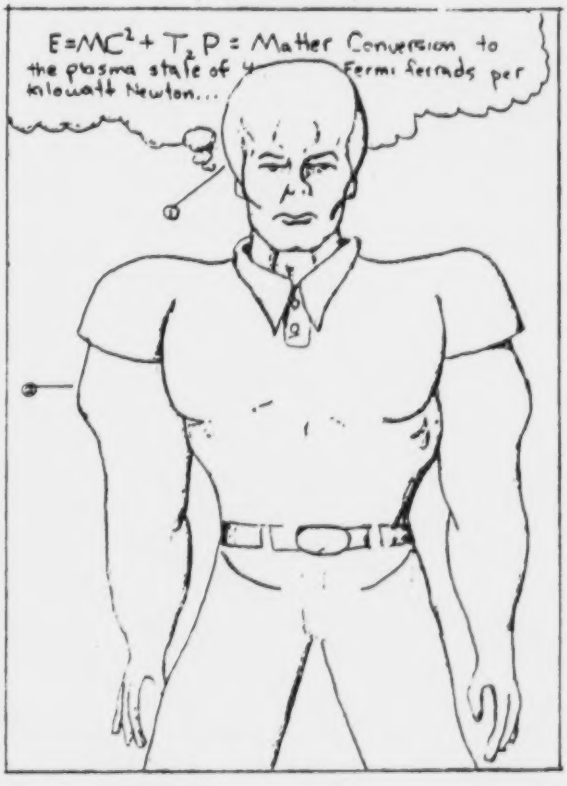
BEFORE AND AFTER USING THE PATRICIA OLSON PLANNING UNIT

BEFORE

① EMPTY HEADED
② OVERWORKED
③ MISLEAD
④ UNBATHED
⑤ BAD POSTURE

AFTER



① HIGHLY INTELLEGENT
② PERFECT SPECIMEN

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Though this unit is short, the impact it could have on your study habits is immense. One of the most difficult adjustments college freshmen or vocational students have is managing their time. In high school you are programmed by administrators, teachers, and parents for six hours a day. In college you may attend classes for three hours on Monday, Wednesday, and Friday and for two hours on Tuesday and Thursday. That leaves the vast majority of your time unscheduled. Many students who go on to post-high school training are totally unequipped to handle what at first glance seems like an incredible amount of free time. Not until final examinations do some students realize the error of their habits and even then many do not know what to do about it. This unit will give you a number of worthwhile hints for effective management of your time so that your schedule can include school, work, leisure activities and (not or) study. Too many high school students who have part time jobs omit study. Both can be worked into a carefully structured schedule.

OBJECTIVES

When you complete this unit, you will be able to:

1. Recognize the weaknesses in your current study schedule.

2. Structure a weekly study schedule based on specific guidelines.

SELF ASSESSMENT OF STUDY HABITS

Compare yourself with Randy Reader.

It's Monday. His psychology teacher announces a unit test on Thursday, his math teacher assigns 25 problems for Tuesday, and his book report for English is due Friday. Randy, of course, has not yet started the book. He leaves school at 2:55 determined to study at least four hours that evening. When he arrives home, he has a snack, listens to the stereo, and opens the novel he is supposed to read for English. His little brother comes into the room and invites him to play some broom hockey. Since he has several hours after supper available for study, he is glad to oblige.

After dinner Randy decides he better call his friends before they call and interrupt his marathon study session. His phone calls are finished by 7:30, but now it's time for a snack. He wanders into the kitchen and there on the table is the newest People magazine. He browses through the pictures, raids the refrigerator, and finally munches his way toward his room and his books. He passes through the family room where his Dad is watching "Monday Night Football." "Just one quarter," he tells himself. At 9:30 he gasps and charges to his room feeling considerable guilt and worry.

It takes him an hour to finish his math problems which are due the next day. He decides to let the psych go and to start the novel. He turns on the stereo, props himself up in bed and begins to read. Almost immediately he feels drowsy and finds himself rereading paragraphs. "What a boring book!" he concludes. "I'll start it tomorrow."

Randy studies for exactly one hour, three hours less than he had planned.

Check below Randy's mistakes.

_____He had no clear schedule of exactly what he was going to study when.

_____He did not find a place to study free of interruptions and distractions.

_____He is not able to work on long-range assignments.

_____He lacks self discipline.

_____He is too tired to concentrate on the novel and blames his fatigue on the contents of the book rather than on his schedule.

You should have checked all of the above. Randy definitely needs to learn how to schedule his time so that he can accomplish his academic goals and also enjoy leisure time activities without feeling guilty.

Directions: The following self assessment will help you evaluate your study habits. Check the items which apply to you.

_____1. I have a short attention span and cannot study for more than twenty or thirty minutes without a break.

_____2. I cram for most tests.

_____3. I have a hard time getting down to serious work at study time.

_____4. I usually study with the TV, stereo, or radio turned on.

_____5. I study in a place where I am often interrupted and/or distracted.

_____6. I rarely (if ever) review each subject regularly.

_____7. I do not study at a regular time every day.

_____8. I am not able to concentrate in class.

_____9. I do not use the library regularly.

____10. I rarely take the time to write down all of my daily assignments.

____11. I do not estimate how long an assignment might take before I begin working on it.

____12. I rarely (if ever) outline my course materials when preparing for exams.

____13. I do not follow a study schedule.

____14. I rarely turn down a chance for a social activity even if I had planned to do homework and/or study for a test.

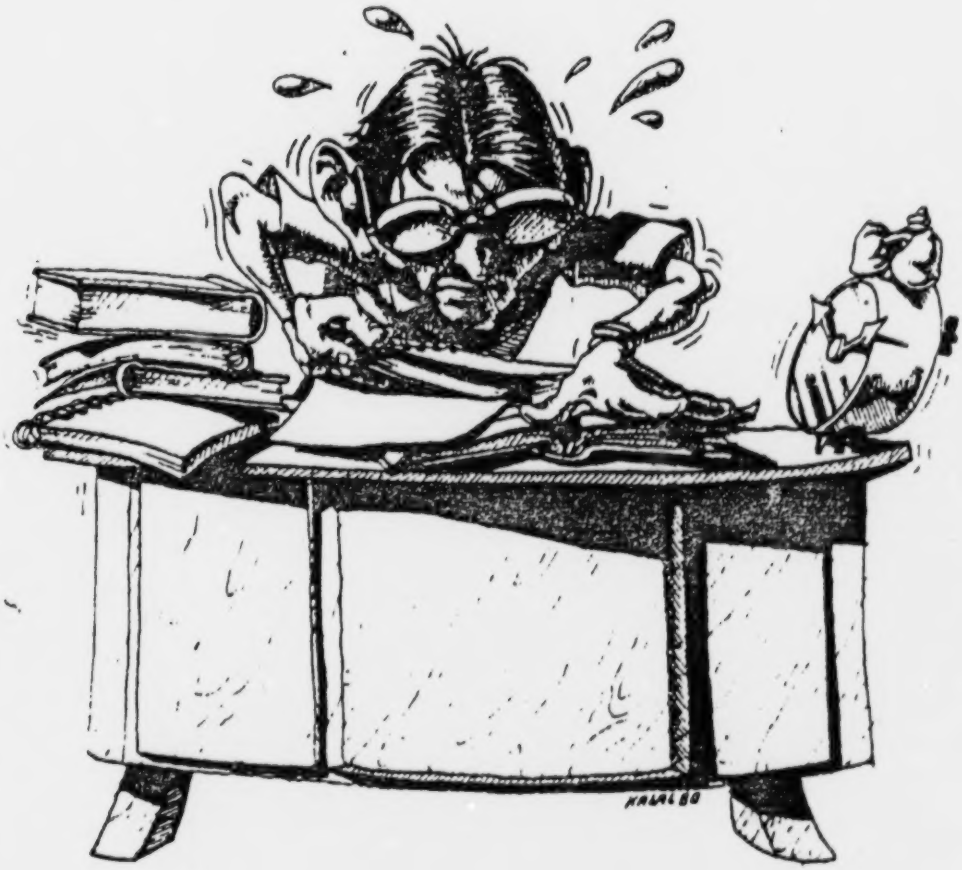
____15. I do not rest properly; therefore, fatigue sometimes reduces my efficiency.

NAME _____

PERIOD _____

DUE DATE _____

TANTALIZING TIPS FOR TAKING TESTS



ACTIVITY #1 (10)_____
ACTIVITY #2 (10)_____
ACTIVITY #3 (5)_____
ACTIVITY #4 (5)_____
ACTIVITY #5 (5)_____
ACTIVITY #6 (50)_____
ACTIVITY #7 (10)_____

TOTAL (95)_____

21

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TEST! Does the sound of the word make you cringe? If so, you are not alone. "Test" is not a "comfortable" word and frequently evokes memories best forgotten--late nights spent studying in the library, early mornings spent cramming last minute details into overworked brains, and "all-nighters." If you do not know what an "all-nighter" is, just wait until your first year of college when your efforts to become a freshman socialite overcome your discipline to study.

No one enjoys taking tests, but exams, like teachers, are unavoidable as long as school is a part of your life. You might be the type of person who goes into a test knowing all the material, bombs it, and explains by saying, "I'm not good at taking tests." Your explanation may well be true. There is an art to test taking. There are skills you can learn and practice in order to do better on tests. Improving your ability to prepare for and to take tests is what this unit is about.

OBJECTIVES

When you complete this unit, you will be able to:

1. Make and use Table of Contents Sheets and Study Sheets.
2. Make flash cards for active study.
3. Efficiently answer true/false, multiple choice, and essay style questions on examinations.

SELF ASSESSMENT OF TEST TAKING SKILLS

Check the items below which apply to you.

_____1. I do not find my notes useful when I study for a test.

_____2. I panic when I take tests.

_____3. I usually study for tests by reading over my notes a few times.

_____4. I often study late at night for tests.

_____5. I almost never read over my notes until I study for a test.

_____6. I study for a test only at the last moment.

_____7. I do not know how to write good answers to essay questions.

_____8. I do not schedule daily and weekly reviews to go over class notes.

_____9. I am not good at taking tests.

_____10. I have experienced a blank on a test.

_____11. I have never learned how to organize an answer on an essay test.

_____12. I do not know the difference between active and passive study.

The items you checked are your weak areas in terms of being a good test taker. As you work through this unit, look for ways to correct these weaknesses.

UNIT FORMAT

Listed below and on the next two pages are seven (7) LEARNER ACTIVITIES Each activity lists the necessary materials and provides directions for completion. Carefully read and follow the directions for each activity. This unit will take two weeks to complete. Note that some activities are to be completed outside of class.

LEARNER ACTIVITIES

Activity #1 - TIPS FOR TEST TAKING

Materials: This unit, TANTALIZING TIPS FOR TAKING TESTS

Directions:
a. Read pages 5-13 of this unit.
b. Complete the True/False Quiz found on page 14.
c. Take your quiz to the instructional aide to be corrected.

Activity #2 - TABLE OF CONTENTS SHEET AND STUDY SHEETS

TO BE COMPLETED OUTSIDE OF CLASS

Materials: Textbook and notes from one of your courses

Directions:
a. Make a Table of Contents Sheet and Study Sheets for an upcoming test in one of your courses. If you do not know of an upcoming test, see one of the ReCaRe teachers.
b. Follow the guidelines which you studied in Activity #1.
c. Turn this activity in with the unit on the due date.

Activity #3 - TRUE/FALSE AND MULTIPLE CHOICE QUESTIONS

Materials: Test-Taking Skills (Ask the instructional aide for this book.)

Directions:
a. Read page 30.
b. Answer the questions for page 30 and questions 50-74, pages 31-40, using the worksheet provided on page 15 of this unit for your answers.
c. Check out an answer sheet from the instructional aide, ask for her initials, and correct your work making corrections in another color ink.

Activity #4 - ESSAY QUESTIONS

Materials: Test-Taking Skills (Ask the instructional aide for this book.)

Directions:
a. Read from the bottom of page 40 to the top of 41.
b. Answer questions 75-82, pages 40-46, using the worksheet provided on page 16 of this unit for your answers.
c. Check out an answer sheet from the instructional aide, ask for her initials, and correct your work making corrections in another color ink.

Activity #5 - COMPARISON CONTRAST FORMAT

Materials: Group day lecture on essays

Directions:
a. Turn to page 17 of this unit. On this sheet, take notes on the lecture on answering essay style questions and on the formulas for comparison contrast.
b. Refer to these notes when completing Activity #6.

Activity #6 - PRACTICE WRITING ESSAYS

TO BE COMPLETED OUTSIDE OF CLASS

Materials: Essays one, two, and three listed below.

Due date_____

1. Choose one of the following comparison contrast questions:
   a. Compare the way your parents are raising you to the way you will raise your children.
   b. Compare the advantages of an open high school campus to those of a closed high school campus.
   c. Compare post-secondary institutions you are considering attending giving the pros and/or cons of each.

Due date_____ 2. Describe the three things you like best about the Individualized Reading Center.

Due date_____ 3. Discuss the qualities (minimum of 3) that you feel a good teacher should possess.

Directions: a. Write the due date beside each of the questions listed above. Turn your essays in on time. You will lose points for late papers.

b. For each essay, you must:
- follow the guidelines for essays presented in activities 4 and 5.
- write a brief outline in the margin.
- write a rough and final draft.
- use loose leaf paper.
- use ink.
- write at least two pages for each essay.

c. Staple your final draft on top, and put your paper in the "in" basket on the due date.

Activity #7 - FLASH CARDS

Materials: 25 3X5 index cards.

Directions: a. Make 25 flash cards for an upcoming test in one of your classes. Follow the guidelines for making flash cards presented in Activity #1, page 8. If you do not know of an upcoming test, see your teacher.

b. Turn these cards in to your teacher.

Activity #1 - TIPS FOR TEST TAKING

This section is about problems that students have in preparing for and taking tests and provides suggestions for coping with testing problems more effectively.

PREPARING FOR A TEST

Keep up with lecture notes and textbook readings. "The best defense is a good offense." The best way to be prepared for a test and to do well is to keep up with the lecture notes and textbook readings. The night before the test should be used for review of old material, not for learning new material. Keeping up requires that you keep yourself organized and plan your weekly schedule so that you get all of your assignments completed on time.

Review notes immediately. You will recall from the SQ3R and notetaking units that it is very important for you to read over your lecture notes as soon after taking them as possible, preferably the same day. Timely review of notes is important not only because forgetting takes its greatest toll within 24 hours but also because it is important to clarify unclear points while the lecture is still fresh in your mind. As you go over your notes, fill in words or phrases that you missed during the lecture. If your notes do not make sense or if you do not understand something, get help from a friend or from your teacher. Be sure your notes are clear before you sit down to study for a test. Otherwise when you sit down to study, and you find messy, scrambled notes, you will panic.

Schedule daily and weekly reviews. Besides daily reviews, schedule a half hour weekly review (per class) to go over all notes taken that week. Remember that you forget over half of what you learn within 24 hours of learning it, and forgetting increases even more as time elapses. Unless you schedule daily and weekly reviews, you will have to relearn nearly everything when you study for the test. With periodic reviews, you will forget less, remember more, and no doubt, do better on tests.

Be an active learner. Studying for a test does not mean reading your notes or reviewing your textbook readings three, four, or even ten times. This is passive study, and active study of information is the most effective way to study. Active study means organizing your notes and/or readings by making a Table of Contents Sheet, Study Sheets, and/or Flash cards and then reciting the information out loud. You must do more than just read over your notes to insure retention. When you simply read over notes, you are using only your eyes. When you recite out loud, you are using your eyes, ears, and voice. This is triple strength learning.

Table of Contents Sheets, Study Sheets, and flash cards are explained and illustrated on the next few pages. Carefully read and study this information so that you can apply these active study strategies to your own learning needs.

DOES ReCaRe'S INDIVIDUALIZED MANAGEMENT SYSTEM INSURE STUDENT ACCOUNTABILITY?

Yes! Expectations in the ReCaRe course are high and accountability is rigorous. By Monday of the second week of the semester, each student knows what he/she must accomplish during the semester. Each student is given a copy of the Student Manual for the Reading Center, a spiral bound book, which includes class procedures and policies, a description of and directions for each of the four skill areas, the grading system, the rotation system, a statement of need, a sample Weekly Reporting Sheet, pages for each student's curriculum, and progress charts. By the third or fourth week of the semester, students are adjusted to functioning in a "student-centered" classroom and are able to come into class, select appropriate materials, and begin working without teacher direction.

Students record their daily work on a "Weekly Reporting Sheet," which they pick up on Monday of each week. A sample "Weekly Reporting Sheet" is included on page 24 of this informational booklet. Note that Randy Reader, our sample student, must write exactly what he accomplished, how long the activity took, and an evaluation of his progress.

Students in ReCaRe quickly adjust to the idea of working the entire class period and to the rigorous accountability system.

Name Randy Reader

Group # II

Week August 30 - Sept. 3

DAY Tuesday DATE August 31

SKILL AREA: Rate (machines)

UNIT: Guided Reading

Set H Lesson # 1 Time 20

Rate 300 Comp Score 70%

Set H Lesson # 2 Time 20

Rate 350 Comp Score 60%

CHART COMPLETE (pp. 21-24) (YES) NO

UNIT: Recreational Reading

Book Lord of the Rings

Pages Read From 1 To 30

DAY Monday DATE August 30

SKILL AREA: Vocabulary (Tape Players)

UNIT: Reading Around Words

Activity Book G Lesson # 1

Cassette Activities Time 25

Cards Completed YES (NO) Time 30

5 Personal Words

indigent consternation

panacea vita

loquacious

EVALUATION: I knew 5 out of the 12 words; it proved challenging to use them in sentences.

WEEK'S POINTS

Attendance	25
Records	25
Week's Work	52
TOTAL	102

DAY Thursday DATE September 2

SKILL AREA: (Comprehension) Study Skills

UNIT: Efficient Reading / Tales of Mystery

ACTIVITY:	TIME:
E.R. #56, #73	30
Read "The Boarded Window"	25

EVALUATION: The selections in E.R. are excellent. The story was very interesting.

DAY Friday DATE September 3

SKILL AREA: (Comprehension) Study Skills

UNIT: Tales of Mystery / Reading Drills

ACTIVITY:	TIME:
Questions to "The Boarded Window"	25
R.D. #2B, #2C	30

EVALUATION: I need help with some questions to "The Boarded." Reading Drills went well.

GROUP SESSION

DAY Wednesday DATE September 1

TOPIC: Letter of Application: Resume

ASSIGNMENT: Write Letter: Resume

DUE DATE: Monday, Sept. 6

EVALUATION: This is something that will be useful to me now and in later years.

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MAY I SEE A SAMPLE OF A STUDENT'S INDIVIDUAL CURRICULUM?

A sample of a students' Individual Plan is included on the next three pages. The first week of each semester, students are given several tests, including a standardized reading test, which yields a grade equivalency score for reading comprehension, vocabulary, and rate; a criterion referenced study skill test; an attitude survey; and a student statement of need. The test results are used to place students in materials and/or to measure gains pre/post.

The student whose plan is included in these informational materials has a reading comprehension score of eleventh grade, third month; a vocabulary score of eleventh grade, fifth month; and a rate score of eleventh grade, seventh month. She indicated on her "Student Statement of Need" that notetaking and test taking were weaknesses, that she plans to attend a four year college majoring in business law, that she will take SAT and ACT, and that she would like to achieve a higher vocabulary level and faster reading rate. The student's curriculum reflects her grade equivalency scores, her statement of need, and her class schedule for the semester.

By Monday of the second week of the semester, the ReCaRe teacher has assigned each student in the class an individual curriculum tailored to his/her abilities, needs, interests, and aspirations.

STUDENT STATEMENT OF NEEDS

Although pretests can provide some useful information regarding how well you understand what you read, it is also important to find out what specific strengths and weaknesses you feel you have and what specific skills you will need to accomplish your personal goals. The results of this questionnaire will be used in structuring your individual plan.

Directions: Beside each skill listed below, check the column which best describes your ability.

SKILL	STRENGTH	AVERAGE	WEAKNESS	UNCERTAIN
Reading speed	X			
Understanding what you read		X		
Using context to find word meaning		X		
Vocabulary	X			
Notetaking			X	
Test Taking			X	
Study Habits		X		
Library Skills	X			
Remembering what you read		X		
Knowing how to read your textbooks for				
Science		X		
Social Studies		X		
Language Arts		X		
Industrial Arts		X		

Directions: Check below what you are tentatively planning to do after you graduate from high school. You may check more than one option.

X Work Kind of job Any job to get through college

____ Attend vocational school Course of study _____

____ Attend a two-year college Course of study _____

X Attend a four-year college Course of study Law

Do you plan to take the SAT your senior year? X yes ____ no ____ uncertain

Do you plan to take the ACT your senior year? X yes ____ no ____ uncertain

Do you plan to take the PSAT your junior year? ____ yes ____ no ____ uncertain

Briefly state 3 goals you hope to accomplish this semester in the Reading Center.

1. Higher vocab level
2. Faster reading rate
3. Ability to comprehend what I read (at higher rate level)

INDIVIDUAL PLAN

Name _____ Group 2

Future Plans Law

Each of the four skill areas is boxed below. Each box includes a space for your pretest score and a list of materials. Your individual plan is based on your pretest score and your statement of needs.

RATE

Pretest Score 11.3 / 11.7

GUIDED READING (pages 21-24) Set I

VOCABULARY

Pretest Score 11.5

READING AROUND WORDS Level K

STUDY SKILLS

Pretest Score _____

Unit 1: Planning ✓

Unit 2: SQ3R ✓

Unit 3: Notetaking ✓

Unit 4: Test Taking ✓

Unit 5: Library Skills ✓

your individual comprehension plan during the semester. You may work on the materials in any order, but to complete all of the work, you should plan to occasionally check out materials and do some work at home. After you have finished the required work in any text, have one of the teachers initial your manual on the appropriate line.

		1st Q	2nd Q
COMPREHENSION			
Pretest Score 11.3			
____ ESSENTIAL SKILLS (pages 25-26)	Level ____		
COMPREHENSION SKILLS SERIES			
✓ Making an Inference (page 27)	Level adv		
____ Understanding the Main Idea (page 28)	Level ____		
A SKILL AT A TIME			
____ Understanding Figurative Language			
____ Getting the Main Point			
____ Using the Signal Words			
✓ Vocabulary in Context 1-50			
____ Recognizing Points of View			
____ Reading Between the Lines			
____ Perceiving the Author's Intent			
____ Perceiving Structure			
✓ SAT (form or computer)			
✓ ACT (form or computer)			
____ PSAT (form or computer)			
✓ RECOGNIZING WORD RELATIONSHIPS (pages 29-30)	Level adv		
____ MILLER'S ANALOGIES			
____ EFFICIENT READING (page 31, form, stopwatch)			
✓ TOPICS FOR THE RESTLESS (form, stopwatch) 5 choice	Color Brown		
____ READING DRILLS (form, stopwatch)	Level ____		
✓ BEST SELLING CHAPTER (form) 1 of choice	Level adv		
✓ BEST SHORT STORIES (form) 1 of choice	Level adv		
____ LITERARY TALES (form, stopwatch)			
✓ SIX-WAY PARAGRAPHS (pages 32-33) 61-80	Level adv		
____ READING TECHNICAL BOOKS (loose-leaf)			
____ GRAPHICAL COMPREHENSION (loose-leaf)			

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COMPREHENSION

Date Completed

✓ HOW TO STUDY IN COLLEGE (take notes on loose-leaf)
Ch 2 Ch 4 Ch 5 Ch 9 Ch 2 of Ch ____

____ COLLEGE READING AND STUDY SKILLS (loose-leaf, chapter exercises)
Ch____ Ch____ Ch____ Ch____ Ch____ Ch____

SKIMMING AND SCANNING Level adv

✓ Read "How to Skim," take Quiz, read all selections (page 34)

✓ Read "How to Scan," take Quiz, read 5 selections (page 35)
(Stopwatch for Skim and Scan)

✓ TIMED READINGS (pages 36-37) Level 6

____ DISASTERS (form, stopwatch) Group____

____ PHENOMENA (form, stopwatch) Group____

____ SUPERSTARS OF ROCK (loose-leaf)

____ SUPERSTARS OF SOUL (loose-leaf)

____ SUPERSTARS OF MOVIES & TV (loose-leaf)

____ SUPERSTARS OF SPORTS (loose-leaf)

TALES OF MYSTERY AND SUSPENSE

____ "The Boarded Window," page 55 (study guide)

____ "The President Regrets," page 117 (study guide)

____ "The Lady or the Tiger," page 165 (study guide)

STORIES OF YOUTH AND ACTION

✓ "Memento, Memento, page 1 (study guide)

____ "Mateo Falcone," page 21 (study guide)

____ "The Old Man," page 203 (study guide)

____ HERO/ANTI HERO ("Reporting Sheet for Stories" form)

____ FANTASY ("Reporting Sheet for Stories" form)

____ SCIENCE FICTION ("Reporting Sheet for Stories" form)

____ DEATH IN LITERATURE ("Reporting Sheet for Stories" form)

____ WOMEN: PORTRAITS ("Reporting Sheet for Stories" form)

____ SPORTS LITERATURE ("Reporting Sheet for Stories" form)

____ SUPERNATURAL ("Reporting Sheet for Stories" form)

HOW ARE STUDENTS EVALUATED?

Students in the course compete only with themselves for a grade. Grades are based on percentage of total points earned rather than on a curve. To encourage a life-long recreational reading habit students must read two books per quarter (3 for an A) and give the ReCaRe teacher a one-on-one oral book report. Students choose their own books. This requirement is one-third of the quarter grade. The other two-thirds of a student's grade are based on points for attendance, for daily record keeping, for group day assignments, for vocabulary tests, and for study skills units. Because students are working in materials relevant to their needs and aspirations and appropriate to their abilities, frustration and failure are minimized.

All students feel a sense of pride over a job well done, and in ReCaRe, they know that they can succeed. A student reading at the fourth grade level may be sitting next to the student who ranks first in the senior class, but the less capable student knows that he/she is not competing with that top student. Perhaps a student said it best, "One of the qualities I liked best about the ReCaRe class is the fact that I was able to work at a level that was appropriate for my ability. The testing at the beginning was an excellent way of placing us. Often times I find myself totally bored because the information is too basic or too difficult for me. The testing insured that I would always be challenged, yet able to attain a reasonable goal. Therefore, I can actually see progress, which is encouraging." (Jenny Dosh) Students are very positive about the way they are evaluated in the ReCaRe course.

WHAT KIND OF GAINS CAN STUDENTS EXPECT AT THE END OF THE SEMESTER COURSE?

Students will not only be well on their way to becoming active rather than passive learners when they complete the semester class, but they will also see significant gains in their reading and study skills and an improvement in their attitude about reading. Specifically, students can expect gains of approximately two grade equivalent years in reading rate and vocabulary and one grade equivalent increase in reading comprehension.

The successful attainment of ReCaRe's three instructional objectives has been objectively validated by the State of Minnesota and by the Joint Dissemination Review Panel process. ReCaRe became a nationally validated project in 1983.

ReCaRe'S INSTRUCTIONAL OBJECTIVES

1. Students who complete the project will earn statistically significantly higher (alpha=.05) posttest scores in reading comprehension, vocabulary, and reading rate than a comparison sample of students when pretest scores are held constant and reading is assessed using the Stanford Diagnostic Reading Test.

2. Students who complete the project will earn statistically significantly higher (alpha=.05) posttest scores on a project developed and validated criterion test than a comparison sample when pretest scores are held constant.

3. Students who complete the project will earn statistically significantly more positive (alpha=.05) posttest scores on a project developed and validated reading attitude scale than a comparison sample of students when pretest scores are held constant.

EVIDENCE OF EFFECTIVENESS

All three project objectives were met, specifically

*Project students typically gained approximately one grade equivalent in reading comprehension while comparison students did not change.

*Project students gained nearly two years in grade equivalent in vocabulary while comparison students did not change.

*Project students gained about 20 raw score points to about one for comparison students on a criterion test.

*Project students had a significant improvement in attitude toward reading while comparison students did not change.

*Students in the course all four semesters made statistically significant gains at the .001 level over those in the control group in the areas of vocabulary, reading comprehension, and reading rate as measured by the Stanford Diagnostic Reading Test (SDRT); in the area of study skills as measured by the criterion referenced test; and in attitude as measured by a semantic differential.

The preceding gains were made in one semester and were consistent over four semesters with four separate groups.

These gains are based on project results obtained over two years using large sample sizes with appropriately collected and analyzed data from reliable and valid pre/post instruments.

Additional statistical data is available from the project director upon request.

THE REFERRAL SERVICE (COMPONENT 2) PROVIDES SHORT TERM TUTORIAL HELP--WHAT HAPPENS IN THIS 8 TO 10 DAY REFERRAL PERIOD?

On the first day of a referral, each referred student (a maximum of 5 per hour) spends from five to ten days in the ReCaRe Center. On the first day of a referral, the student completes an informal inventory for the text used in his/her content class; a textbook analysis sheet, which assesses understanding of the text's format; and a student information sheet, which provides insight into a student's study habits. Based on these instruments and the material the classroom teacher plans to cover while the student is in ReCaRe, the ReCaRe teacher structures a tutorial plan.

A typical referral plan includes an explanation of the steps and rationale for using SQ3R, followed by an application of the system. The target chapter(s) of the content area text are used by the tutor to model the use of SQ3R. The recite step of SQ3R can be accomplished in 3 ways--oral recitation, notetaking, or underlining. A referral plan usually includes discussion and practice of each of these methods. The referral teachers find that students have difficulty distinguishing main from subordinate ideas and are unable to put content into their own words; hence, notetaking skills are a part of each student's plan. A typical plan also includes hints on preparing for tests. It is important for the referral teacher to look at a sample test from the classroom teacher so that specific types of items can be taught and/or modeled for the referral students. Most students have difficulty with essay type questions. Giving referral students specific instructions on the steps to follow when answering this type of question and providing an opportunity for practice have proven to be very useful in reducing student frustration. By the end of the referral period, students have not only practiced several skills which will increase their reading efficiency but also have an understanding of content area materials so that they can return to class without being behind in their text.

General goals of the referral service include reduced frustration for both the content area teacher and the student; an increased understanding of the specific skills needed for content area materials; and, since referral students are working on the same materials as students in their content area course, an understanding of a particular unit of study.

Students want to do well in their courses and are grateful for the opportunity to learn useful study strategies. ReCaRe's referral students are willing to work very hard to improve their skills, including doing nightly homework. Having worked with several hundred students on a referral basis, the ReCaRe staff has found that short-term tutorial work on study skills, specifically, SQ3R, notetaking, and test preparation, can considerably reduce student frustration and can greatly enhance a student's chance of success.

The Referral Instructional Sequence is included on the next page.

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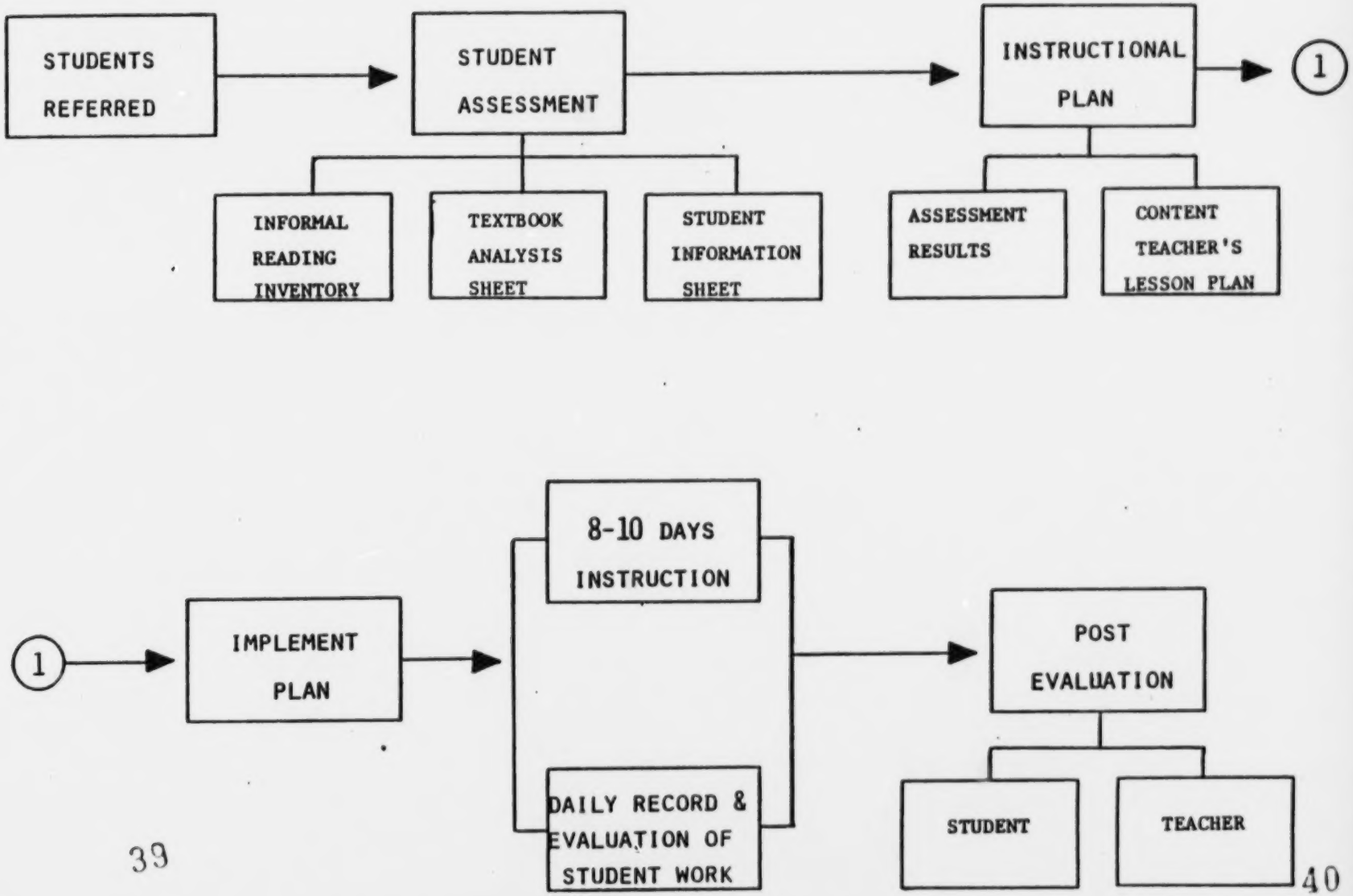
REFERRAL INSTRUCTIONAL SEQUENCE



HOW DOES A SCHOOL IMPLEMENT THE INCREASED TEACHER AWARENESS COMPONENT (COMPONENT 3)?

To facilitate total school involvement, a school district planning to implement the ReCaRe course should schedule an inservice session for all teachers on teaching reading and study skills in content area courses. Since ReCaRe is an all school developmental reading program and since all teachers need to make a commitment to the goal of helping students become efficient, independent learners prior to leaving the secondary school, an entire staff should be involved in the ReCaRe adoption. Students cannot "learn how to learn" in a one semester class such as the ReCaRe course. The skills they learn and practice during that one semester must be reinforced and practiced in content area classes. And teachers must be trained in order to provide the reinforcement and practice necessary to insure student learning efficiency and independence.

To implement this component, several options are available to an adopting district:

1. The ReCaRe trainer can conduct a three hour inservice with the whole staff. The ReCaRe training materials include a paper, "Reading in the Content Areas: A Search of the Literature and Annotated Bibliography of Teacher Resources," which was written by the Project Director for distribution to teachers at the original site. This document can be reproduced and distributed to content teachers in adopting districts.

2. An adopting district can use local reading and study skill experts to provide inservice training.

Some provision for an all staff workshop must be included in a ReCaRe adoption and implementation plan. Whichever alternative an adopting school decides upon, following the inservice, it is important for those teachers who are implementing the ReCaRe course to make themselves available to their colleagues to answer questions related to reading and study skills and to offer advice on ways to integrate the ideas into their course objectives.

ReCaRe is an all-school developmental reading and study skill program. If the program is adopted in its entirety, every student and every teacher in an adopting building should be affected. The ReCaRe course provides a semester of intensive instruction, the referral provides short-term tutorial help for students who are not enrolled in ReCaRe but who are experiencing difficulties, and the increased teacher awareness component provides inservice instruction for teachers on teaching reading and study skills in content area courses. If teachers implement the ideas and skills presented in the inservice, ultimately all students will be more efficient, more independent learners.

I LIKE IT! HOW DO I CONVINCE THE ADMINISTRATION AND/OR STAFF THAT OUR DISTRICT SHOULD ADOPT/ADAPT THE ReCaRe MODEL?

The rising cost of education and/or declining enrollments frequently make program additions difficult; however, an all school developmental reading and study skill program is not a luxury but a necessity if our students are to become life long learners. Included below are several ideas for documenting need, including a staff and student survey which were used in the original ReCaRe funding proposal.

STUDENT READING SURVEY

Since serving the needs of <u>all</u> students should be the number one objective of schools, it is important to seek student input into proposed program additions or changes.

The student survey used in the original proposal for Title IV-C funds is on page 40. It is important to give this survey to students of all abilities, particularly if you are planning to implement the program for a heterogeneous population. Administrators, parents, and teachers need to be convinced that all ability students are interested in reading and study skills instruction. Tally the results of this survey, type the comments, and present the summary data to the decision makers in your district.

STAFF READING SURVEY

Staff support for any program is also a must. The support of the staff at Henry Sibley High School was documented in the original proposal using the results of the survey on page 41. Tally the results of this survey, type the comments, and present the summary data to the decision makers in the district.

LITERATURE SUPPORT FOR SECONDARY READING INSTRUCTION

The unrealistic practice of terminating reading instruction following the sixth grade for all but remedial students needs to be analyzed. To assume that because a student leaves the sixth grade as an average reader, he/she can manage the volume and complexity of secondary reading material without further systematic reading instruction and practice is to be guilty of "assumptive teaching." Ask students to take notes on a textbook chapter. Many will write whole sentences word for word. Observe how many students preview a textbook chapter <u>before</u> they read it. Or give students a question which requires making and supporting a generalization.

These behaviors must be modeled for and practiced by students of all reading abilities. If our objective as educators is to enable students to function independently in our society by teaching them how to learn and what an enjoyable process learning can be, then reading instruction for all ability students must be continued in junior and senior high school. Not until high school do some students have any conception of their individual reading needs. It is the responsibility of the school to provide students with an opportunity to fulfill their individual reading objectives and to meet their maximum potential as learners.

The ReCaRe project addresses the area of secondary reading, one of the areas designated by the former Secretary of Education, T. H. Bell, as "absolute priorities," which take into account unmet national needs.

That reading and study skill instruction needs to be provided at the secondary level for all ability readers continues to be reinforced by the literature. Micklos[1] reports that while reading achievement in the elementary grades is consistently rising, older students are not developing the higher level reading skills that are necessary to function effectively in today's world. Naisbitt[2], the renowned trends forecaster, in his newsletter advises students, "Learn how to learn, you'll be doing it the rest of your life in the dynamic information age."

Greenlaw and Moore[3], who reported on a survey of 61 schools from 29 states, found that 74 percent of the reading courses that were being taught in junior and senior high schools are "remedial." Early[4] recommends continuous instruction in reading skills from kindergarten to grade 12 for all pupils.

Augustein[5], who reported on a study of 60 freshmen through senior college of education students, found that these learners felt seriously handicapped by their lack of skill in using textbooks as a resource for learning. Approximately eighty-five percent of post secondary institutions have reading and study skill centers where students can go to upgrade their skills. Students are leaving secondary schools without the reading and study skills necessary for post-secondary success. Without systematic

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1. Micklos, J., Jr. A Look at Reading Achievement in the United States: The Latest Data. Journal of Reading, 1982, 25, 760-762.

2. Naisbitt, J. The John Naisbitt Trend Letter. Dec. 29, 1982, 1, #5.

3. Greenlaw, J. J. and Moore, D. What Kinds of Reading Courses Are Taught in Junior and Senior High School? Journal of Reading, 1982, 25, 534-5

4. Early, M. About Successful Reading Programs. In Reading in the Secondary Schools, J. J. Weiss (ed.) Odyssey Press: New York, 1961, 415-427.

5. Augstein, S. An Investigation into Reading-For-Learning Problems: The Development of Two Awareness-Raising Tools. Center for the Study of Human Learning, Brunel University, 1976. ERIC: ED 147 795.

reading and study skill instruction in secondary schools, students who do not go on to post-secondary instruction may never have the opportunity to become efficient learners. If futurists are correct in predicting that over fifty percent of the jobs that will exist at the turn of the century have not yet been described, what will happen to students with weak reading skills or who do not "learn how to learn." The ReCaRe project provides a secondary reading model which addressses the lack of and deficiencies in secondary reading programs described in the professional literature. Provide a copy of this research to the decision makers in your district.

LETTERS OF SUPPORT

Letters of support should be solicited from department heads, administrators, classroom teachers and parents. These letters should be presented to the decision makers at the time of the original request for funds to implement the ReCaRe program.

STUDENT READING SURVEY

1. How good a reader are you?

   _____good

   _____average

   _____poor

2. Which of the following skills would you like to improve?

   _____understanding what I read

   _____understanding new words

   _____scheduling my time

   _____notetaking

   _____reading speed

   _____taking both teacher-made and standardized tests

   _____reading content-area textbooks

   _____adjusting reading style and speed to a specific purpose

   Others: _____

   _____

3. Would you elect a semester in an individualized reading and study skill center if it were available?

   YES_____ NO_____ UNCERTAIN_____

4. Do you feel a need for reading and study skill instruction at this high school?

   YES_____ NO_____ UNCERTAIN_____

Comments: _____

_____

_____

STAFF READING SURVEY

DEPARTMENT_____

1. Do you have students in you class who are having difficulty because of their inability to read and comprehend the course materials?

   YES_____ NO_____

2. If you answered yes, do you feel students would benefit from individualized instruction in a reading center?

   YES_____ NO_____

3. Can you name at least ten students who would benefit from individualized reading and study skill instruction?

   YES_____ NO_____

4. Do you feel a reading and study skill center could be beneficial to good readers as well as average and poor readers?

   YES_____ NO_____

5. Which of the following reading and/or study skills weaknesses have you observed among your students?

   _____poor comprehension of reading material

   _____inability to understand the main idea of a paragraph

   _____inability to understand new words and terms

   _____poor vocabulary

   _____poor study habits

   _____inability to use resource materials

   _____poor test-taking skills

   _____inability to listen to a lecture and take good notes

Others:_____

_____

6. Do you support the establishment of an elective reading and study skill center?

   YES_____ NO_____

Comments:_____

_____

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MUST A DISTRICT ADOPT ALL THREE COMPONENTS?

No! It is not necessary for a school district to adopt all three components. Because of staffing considerations, the referral service is frequently omitted. In addition many schools are unable to add a new course to the curriculum without considerable time and planning; yet those schools want to get started right away with study skill instruction or some other component of the ReCaRe course. That is fine! Ideally, a replicating district will implement the ReCaRe course and provide inservice training for all content area teachers. However, financial reality frequently prohibits the "ideal"; therefore, some districts adopt only the study skills units, others integrate the management system into an existing curriculum, while still others install the ReCaRe course as a one semester component of a full year English class. Because of the low cost of implementation and because of the urgency of study skill instruction for all ability students, a school district may begin with the study skills component of the ReCaRe course and later move to a full scale adoption of the program.

The ReCaRe adoption agreement lists the principal parts of each component. When a school district makes a decision to adopt and to participate in training, district personnel will be asked to consider each of the core components and to check those which will be included in their replication plan. An important point--those schools implementing the ReCaRe course in its entirety need to also make a commitment to the Increased Teacher Awareness Component.

The core components of the ReCaRe program are listed below. Districts planning to participate in replication training need to carefully examine these core components and formulate an implementation plan.

ReCaRe'S CORE COMPONENTS

THE ReCaRe COURSE (COMPONENT 1)

THE FOUR SKILL AREAS

- Study Skills
- Vocabulary
- Rate
- Comprehension

INDIVIDUALIZED FORMAT

MANAGEMENT SYSTEM

HETEROGENEOUS GROUPING

THE REFERRAL SERVICE (COMPONENT 2)

WORK WITH SMALL GROUPS OF STUDENTS ON STUDY SKILLS

DEMONSTRATION TEACH AT REQUEST OF CONTENT TEACHER

INCREASED TEACHER AWARENESS (COMPONENT 3)

INVOLVE ENTIRE STAFF IN INSERVICE TRAINING

SHARE IDEAS FOR TEACHING READING AND STUDY SKILLS IN CONTENT CLASSES

HOW DO I SCHEDULE TRAINING, HOW MUCH TIME IS REQUIRED FOR TRAINING, AND HOW MUCH WILL IT COST?

A school district interested in ReCaRe replication training should contact the ReCaRe project director or the state facilitator in your state. The state facilitator and the project director will work together to schedule training and to provide you with any help or support you may need prior to the scheduled training dates. .

Two days of training are required for the individual(s) who will implement the ReCaRe course. An outline of the training workshop is included on the next page. An adopting district also needs to make a commitment to involving an entire staff in an inservice session focusing on teaching reading and study skills in content area classes. If students can be dismissed for half a day and if the teachers assigned to the two days of training are willing to put in a long first day, the ReCaRe trainer can present an all staff workshop. Additional ideas for implementing the third component are included on pages 35-36.

Training costs are negotiable. For example, if several districts in the same area are interested in ReCaRe replication training, the trainer's transportation costs and per diem can be shared among those districts. Every attempt is made to minimize the cost of replicating the ReCaRe project. The replication training manual, a 600 page loose-leaf notebook, is $55.00. Each of the teachers involved in the full two day training program will need a copy of this manual.

Implementation costs will vary. The study skills units and student manual, which each student receives, are part of the training materials and need only be duplicated by an adopting district. In addition, most districts have some materials which can be integrated into the other three skill areas. Since the program is individualized, only a few copies of each title are necessary; therefore, a replicating district can make available a variety of materials at a low cost.

To schedule awareness or training or for more information contact Patricia Olson, ReCaRe Project Director, Henry Sibley High School, 1897 Delaware Avenue, West St. Paul, Minnesota 55118 (612) 681-2376.

ReCaRe REPLICATION TRAINING WORKSHOP

I. Rationale for a heterogeneously-grouped, individualized reading center

II. General description of each of the three components

III. Component 1: The ReCaRe Course (Individualized Reading Center)

A. The Annotated Bibliography of instructional materials

B. Student assessment devices

1. Stanford Diagnostic Reading Test Blue Level
2. Criterion Referenced Study Skills Test
3. Attitude Survey
4. Student Statement of Needs

C. Schedule for week one of the course

D. Structuring individual student curriculums

E. Grading system

F. Description of procedures, materials, and student requirements for the four skill areas

1. Study Skills
2. Comprehension
3. Vocabulary
4. Rate

G. Group day activities

H. Evaluation guide for replications

IV. Component 2: The Referral Service

A. Referral Instructional Sequence

B. Referral Accountability System

C. Referral Instructional Materials

V. Component 3: Increased Teacher Awareness

A. Rationale for all staff involvement

B. Discussion of all staff inservice options

WHAT ARE THE RESPONSIBLITIES OF AN ADOPTING DISTRICT AND WHAT SERVICES CAN AN ADOPTING DISTRICT EXPECT FROM THE ReCaRe STAFF?

A district interested in adopting ReCaRe must become familiar with the ReCaRe project as a whole and must evaluate which component(s) are applicable to their local need(s). Once a decision to adopt has been made, a district must

1. Identify the teacher(s) who will implement the ReCaRe course.

2. Release those teachers for the two days of replication training.

3. Identify which components will be implemented and provide space, materials, and resources necessary for a successful implementation.

4. Complete and sign an adoption agreement.

5. Supply evaluation data. An evaluation plan and reporting forms are included in the replication manual.

The ReCaRe staff will do everything possible to insure a successful implementation of the program. Of course there are standard services which are offered to all replicating schools; however, follow up services will be as varied as the needs of an adopting district require.

You can expect the following services from the ReCaRe staff:

1. Pre training discussion of local needs, implementation plans, and probable costs.

2. Two days of implementation training.

3. Help with commercial material and equipment selection and with adopting/adapting ReCaRe's study skills units to local needs.

4. Follow up services as required, including phone assistance, written communication, and/or on-site visit by a ReCaRe trainer.

5. Written summary of evaluation data. Those schools adopting all four components of the ReCaRe course who use the same student assessment devices as the original ReCaRe site will be asked to send their raw pre/post scores. Scores will be entered into the computer and a summary of the results forwarded to each adopting school.

6. Regular communication from the ReCaRe staff, including a newsletter, which will be sent to all ReCaRe replications.

WHAT DO STUDENTS AND TEACHERS SAY ABOUT THE PROGRAM?

Students say. . .

"I enjoyed ReCaRe because you're working on your own, you're at your own skill level, and you are learning how to learn."
-Chris Hovde

"I never thought I could improve my study habits, but I have done that already. Last year when I saw people with their divided page notes and marginal questions, I thought it was a waste of time. Little did I know how much active study is an asset. It makes me get into the notes and subject one hundred percent better, whether the class is a favorite or not.

Another good point about ReCaRe is that I can move up or ahead when I'm ready, not when it says to on the teacher's schedule. This builds encouragement and a greater understanding with each student."
-Katie Felling

"The study skill units are all interesting. They have helped me immensely with my study habits. My sister who is in college is actually using these units to help her study. I use SQ3R in almost everything I read. The notetaking unit was really beneficial. I learned how to organize and take meaningful notes. These skills will help me in the rest of high school and even more in college."
-Sue Harder

"After taking ReCaRe, I have a different outlook on school work. I never really liked school because it never made much sense to me. I now find learning to be interesting. The class has given me a great deal of confidence in myself and this will help me thoughout my life.
-Jill Partridge

"This course should be recommended for all students to take. It improved all areas of learning and will be useful after high school."

"Good course. I think everyone should take it. It is extremely useful whether college bound or not."

"I know that this course has helped me a lot. My speed has gone from 200 to 650 words per minute, my vocabulary has been enlarged, and I now know how to use my time and resources more efficiently."
-Anonymous comments from course evaluation forms

Teachers say. . .

". . .that program (ReCaRe) has grown to be what I consider the most effective in the nation. Its unique quality is that it involves EVERY student in the school, it helps the student take the new found skills back to the content classroom, and it ultimately helps every teacher to be more effective in teaching content."

-Paula Hodges, Assistant Professor, Colorado State University in a letter dated May 11, 1982

"I have seen a large number of so-called secondary reading programs in the state, but I can say without qualification that yours is by far the best. ReCaRe is extremely well-designed to serve all students at Sibley High School. The curriculum materials and assessment instruments have been chosen carefully and provide the kind of individual help that such a program serving such a diverse student population needs. The in-service opportunities and support services provided for other faculty members are also impressive."

-Wayne Slater in a letter dated May 30, 1980

"The good news is--teachers started on their students the next day--take notes, review. Many totally revised their lesson plans to incorporate the material you brought to them. I would say probably 60 percent of the teachers have totally implemented the notetaking and SQ3R. Many took it home to their spouses who are also teachers. Many teachers have made a special point to come to me and say, 'That is an inservice; that is what we need!' Such support and great excitement!"

-Joann Hirsig, a ReCaRe teacher, in a leter dated November, 1983, to Pat Olson following the replication training and an all staff inservice

"Our first due date for book reports is this Friday--and already I've heard many. I've used lots of book report formats in my years of teaching, but none that I've enjoyed as much as this one. I got so involved in one on The Hobbitt this past week that we discussed the book for nearly 10 minutes.

-Mary Jo Sherman, a ReCaRe teacher, in a letter dated September 30, 1984

ABSTRACT

The ReCaRe program is designed to "recare" about the reading of secondary students of all reading levels through a one semester elective course that develops students' reading comprehension, vocabulary, rate of reading, and study skills. In the individualized course, student instruction is based on diagnostic reading test data and student perceived needs and interests.

When students completing the basic course were compared to students who did not take the course, statistically and educationally significant differences were obtained for reading comprehension and rate, vocabulary, and a criterion study skill test. In addition, project students had a significantly more positive attitude toward reading after the course than non-project students. The significant results were obtained with a large sample of students and over two project years.

The per pupil cost of the program is quite reasonable, and the program-based inservice program has demonstrated positive effects. The ReCaRe program has been adapted/adopted by several other schools; consequently, it has known exportability.

PROGRAM AREA: Secondary Reading and Study Skills

I. PROJECT TITLE AND LOCATION: Reading and Content-area Resource (ReCaRe) Center, Henry Sibley High School, 1897 Delaware Avenue, West St. Paul, MN 55118

II. DEVELOPED BY: Patricia S. Olson, Reading Specialist, Project Director

III. SOURCES OF LEVELS OF FUNDING

Year	Title IV-C	Local	Total
78-79	$58,000	$10,900	$68,900
79-80	52,200	11,600	63,800
80-81	49,000	8,900	57,900
Totals	159,200	31,400	190,600

IV. BRIEF DESCRIPTION OF INTERVENTION

The ReCaRe program provides direct reading and study skill instruction to secondary students. The instructional program is a one semester course of 55 minutes per day for 18 weeks. The instruction is based on an individual educational plan that provides for group instruction (one day a week) and individualized instruction (four days a week). Students in the program rotate through four skill areas: reading comprehension, vocabulary, reading rate, and study skills. Concurrent with reading and study skill development, attitude toward reading is addressed through relevance and success. Students are assigned materials relevant to their needs and interests at appropriate reading levels, thereby providing maximum opportunity for success.

In support of the basic instructional program, the project includes a direct support managerial system, a staff inservice program, and a materials support system. Each is essential to the instructional program and must be included when considering program effect.

PROJECT SITE

The ReCaRe project was developed and initially implemented at Henry Sibley High School in West St. Paul, Minnesota, a suburb of St. Paul. The school enrollment is predominantly white, middle-class, and urban. Total enrollment is approximately 1500 students in grades 10-12.

INTENDED USERS AND BENEFICIARIES

The primary intended users of the program are high school students (grades 10-12). The program is developmental and, as such, is designed to accommodate students with reading skills and study skills ranging from junior high school through college and to be independent of race, sex, and academic aptitude.

INSTRUCTIONAL SEQUENCE

The basic instuctional sequence is given in Figure 1, with additional explanation following.

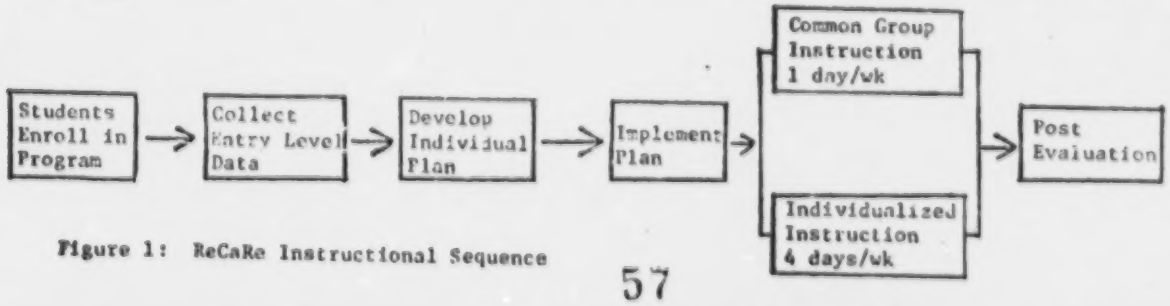

Figure 1: ReCaRe Instructional Sequence

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The sequence starts when the student enrolls in the program. During the first week entry level data is collected on each student, including the Stanford Diagnostic Reading Test (SDRT), the project criterion test for study skills, and attitude toward reading scale. Students are also interviewed concerning their perceived reading needs, interests, and future plans. Based on the preceding information, the project staff develops an individual educational plan for each student.

The individual plan, which is recorded in each student's spiral-bound copy of the Student Manual for the Reading Center, provides for group and individualized instruction. Group instruction is provided one day per week while individualized instruction is provided four days per week. The individual plan covers vocabulary, reading rate, reading comprehension, and study skills. To the degree specified on the plan, students are responsible for developing a more extended vocabulary; increasing reading rate; completing appropriate study skill units (units developed by ReCaRe staff), including SQ3R[1], time management, notetaking, test taking, and library skills; and developing comprehension skills using a variety of materials, such as books for ACT, SAT and PSAT preparation, narrative materials, short expository selections, and college study skill texts. Over 50 titles at various reading levels are available in the comprehension area alone, thereby providing for individual ability, interests, and post high school goals.

Throughout the instructional cycle, students record and evaluate their work on a "Weekly Reporting Sheet." The weekly reporting sheet provides space for students to record each day's work, including the time required to complete an activity and an evaluation of their success. Rigorous student accountability is inherent in the ReCaRe management system because of the individualized nature of the course (for example, the vocabulary area uses 10 different books at 10 different levels) and because of the large number of students served in each class. Students are evaluated by the teacher each week both orally and by a point system.

In addition to daily work in the four skill areas, students are expected to read two books per quarter (3 for an A) outside of class and give the teacher a one on one oral book report. Each student is tested individually on vocabulary words (17 per week) every two weeks with a cumulative test at the end of a semester. The study skill units require that students use their content-area texts to practice individual skills, thereby encouraging students to apply these study skills to their learning needs.

At the end of the semester, students are post-tested using the SDRT, the project study skill criterion instrument and the project reading attitude scale. In addition, students complete an evaluation of the course and of their personal progress in the course.

MATERIALS

The ReCaRe staff has developed a management system and instructional materials.

*Student Manual for the Reading Center, the management system, including class procedures and policies, a description of the four skill areas, the grading system, the rotation system, a needs statement, sample reporting sheets, pages for each student's curriculum, and progress charts.

*ReCaRe: A High School Reading Program, the ReCaRe dissemination manual, including the Student Manual, all instructional materials, and guidelines for replication. Over 175 copies of this spiral-bound 325 page document have been sold to school districts throughout the country.

[1] SQ3R - survey, question, read, recite, review - is a step by step method of reading a textbook.

*Study skill units, each with objectives, a pre-unit self assessment, and student activities to develop the skill. Units include "Planning a Study Schedule or How to Improve Grades and Still Have Time for Play," "SQ3R: Super Study Strategy," "Notable Notetaking," "Tantalizing Tips for Taking Tests," "Limelight on the Library," "The Finale" (A summary unit integrating all the active study strategies students have practiced).

*Reporting and charting forms for fifteen textbooks.

*Study guides for several short stories.

*Student evaluation instruments.

*Textbook Analysis Sheets for 20 content-area texts.

*A reduction of the study skill units to accommodate a shorter period of instruction.

*A Reading Information Sheet to assess students' study skills, a form used widely by content-area teachers.

*"Reading in the Content-area: A Search of the Literature and Annotated Bibliography of Teacher Resources," compiled by the project director and distributed to all secondary teachers in the district.

V. COSTS

The major cost of the ReCaRe project are personnel costs. If existing staff can be utilized, the per student cost for adoption would be minimal, but if staff needed to be added, the cost would be significantly greater. Since existing staff can generally implement and conduct the program, per pupil costs were estimated on the basis of equipment and inservice. When developing the estimates, a student base of 250 was used.

TABLE 1
ReCaRe Implementation Costs

Item	Initial	Yearly Maintenance
Capital Outlay (reading machines, tape players, etc.)	$2100.00	--
Filmstrips for machines and vocabulary tapes	2000.00	--
Materials (Commercial and ReCaRe)	2000.00	200.00
Consumable materials	100.00	100.00
Inservice	1500.00	--
Total	$7700.00	$300.00

The preceding inservice cost was based on two days of initial training and one day of follow-up training for the personnel directly associated with the adoption. It also included the time required for orienting the faculty of the adoption school.

The per pupil cost was approximately $31.00 initially and $1.20 for yearly maintenance. If personnel costs are included, the cost would increase markedly but would still be approximately the same as for any other academic course typically offered in a high school.

VI. CLAIMS OF EFFECTIVENESS

Specific claims forwarded are:

*After project intervention project students will earn significantly higher scores than comparison students on the reading comprehension, rate, and vocabulary subtests of the SDRT; further, the results will be educationally significant.

*After project intervention project students will earn significantly higher results than comparison students on a locally developed and validated criterion test; further, the results will be educationally significant.

*After project intervention project students will demonstrate significantly more positive attitude toward reading scores than comparison students on a locally developed and validated reading attitude scale; further, the results will be educationally significant.

VII. EVIDENCE OF EFFECTIVENESS

OBJECTIVES EVALUATED

The basic program's instructional objectives:

1. Students who complete the project will earn statistically significantly higher (alpha=.05) post test scores in reading comprehension, vocabulary, and reading rate than a comparison sample of students when pretest scores are held constant and reading is assessed using the Stanford Diagnostic Reading Test.

2. Students who complete the project will earn statistically significantly higher (alpha=.05) post test scores on a project developed and validated criterion test than a comparison sample when pretest scores are held constant.

3. Students who complete the project will demonstrate statistically significantly more positive (alpha=.05) post test scores on a project developed and validated reading attitude scale than a comparison sample of students when pretest scores are held constant.

STUDENT SAMPLE

At the project site, students are required to enroll in four semester English electives during the junior and senior year. All English courses for eleventh and twelfth grade are elective and all are expected to teach communication skills, including reading. The ReCaRe program is one of the English electives available to students.

Project Sample - The project sample for this report was all students enrolled in the project during the 1979-1980 school year. The sample size was 186 students. Of this total, about half were enrolled in the project during the first semester, about half during the second semester. All students were juniors or seniors, and the ratio of male to female was about 50/50. Student GPA, class rank, and scores on the TASK Reading Test were representative of the total school enrollment.

Comparison Sample - Comparison students were students enrolled in other English elective courses. The sample was composed of 123 students, and all were evaluated during the 1979-1980 project year. These students, like the project students, were representative of the student enrollment in terms of GPA, student rank, and TASK Reading Test Scores. Of the total, about half were evaluated during the first semester, about half during the second semester.

In terms of criterion variables, the similarity of the project and comparison samples is directly reflected in Table 2.

TABLE 2
Project and Comparison Sample Similarity

	Project (N=186)		Comparison (N=123)	
Variable	$\bar{X}$	S	$\bar{X}$	S
SDRT - Reading Comprehension	39.4	11.4	39.8	11.7
SDRT - Vocabulary	40.3	9.3	40.4	9.2
SDRT - Reading Rate	28.7	8.7	28.7	7.8
Project Criterion Test (Study Skills)	18.1	7.8	16.4	6.7
Project Attitude Test (Reading)	32.0	10.6	29.9	10.9

EVALUATION DESIGN

The evaluation design was a pre-post project comparison design. The design was not a true research design because students could not be randomly placed into project or comparison classes. The design did control for sources of internal validity including regression effect and interaction of selection and maturation. External sources of invalidity were also controlled to the extent possible in an evaluation of this magnitude. For example, interaction of testing was controlled, and reactive arrangements were at least partially controlled. Operationally, the design very closely approximated a true research design because of sample size and instructional environment control.

VALIDITY/RELIABILITY OF INSTRUMENTATION

The standardized instrument used was the Stanford Diagnostic Reading Test (SDRT), Blue Level, Form B (pre-test) and Form A (post test). Using a Kuder-Richardson Formula #21 reliability formula, Form A's reliability coefficient is .88 with a range of .80 to .94; Form B's was .87 with a range of .77 to .94 for students in grades 11 and 12. Content validity was established by thorough analysis and comparisons of course and test contents. The three areas tested, vocabulary, comprehension, and rate, are three key areas included in the ReCaRe course. In addition, the philosophy underlying the test parallels that of the project; that is, the test treats reading as a developmental process. It was normed for students in grades 9-13 of varying reading levels.

The criterion referenced test was developed by the project director and evaluator. The instrument was designed to assess study skills, and its items paralleled essential study skill unit objectives. The final revision of the instrument was a 50 point test (17 points on notetaking skills; 5 points on test taking skills; one point on time management skills; 13 points on SQ3R skills; 14 points on library skills). Content validity was written into the instrument and was enhanced through four revisions with each revision based on content area expert opinion. The concurrent validity of the final revision was estimated by correlating it with SDRT subtests. The median intercorrelation was approximately r=.55. Cronback's alpha coefficient was .89 on one check and .87 on a second check with stability over one semester estimated at r=,64.

The ReCaRe staff and evaluator developed and factorally validated the attitude scale. A factor analysis of the 10 semantic differential continuums yielded a single factor with no factor loading under .60 across continuums. Given these loadings, it was probable that all continuums were assessing the same construct and results per continuum could be aggregated for a total score.

None of the assessment instruments required special training to administer. By American Psychological Association standards the instruments were A level.

DATA COLLECTION AND ANALYSIS

During the first week of the 1979-1980 school year, project and comparison students were administered the SDRT and the two locally developed instruments. These students were readministered the instruments during the last week of the semester. Second semester students, project and comparison, were administered the instruments during the first and last week of second semester. All instruments were administered under the supervision of certified personnel who had prior training and experience in group testing. Administration directions and time requirements per instrument were followed. All instruments were hand scored; scoring was under the supervision of the third party evaluator. Data was machine entered and verified on entry. Analysis used the BMD program.

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Program evaluation was the responsibility of a third party evaluator, Karen Hess, Ph.D., a state of Minnesota certified evaluator and validator who has authored five books on reading. Computer work was conducted by Total Information Educational Systems (TIES).

DATA ANALYSIS

The data analysis technique was analysis of covariance. This technique was used because the question of evaluation interest concerned the status of students after they had completed the program. Were they better off in terms of reading, study skills, and attitude after the program than they would have been if they had not participated in the program? Focus on after intervention status was central because this program and the equivalent courses used for comparison data were among the last opportunities students would have in secondary school to systematically learn reading skills, study skills, and develop a more positive attitude toward reading.

Basic assumptions of the analysis of covariance technique were consistently checked in the analysis, and the assumptions were met. In light of pretest similarity between samples, the technique was appropriate to control for limited pretest differences while substantially reducing error variance. Post test scores were the criterion, and the associated pretest scores were entered as covariates. Given the intercorrelation of the pretest scores, the use of additional covariates was not justified.

All data analysis was based on instrument raw scores. Raw scores were used because reliability estimates are based on raw scores, and they are not subject to either grouping or rounding error which adversely affects converted scores. Raw scores are also equal sized units as contrasted to select converted scores.

Original data was collected at the start and end of two semesters For the purpose of this analysis, the results for the two semesters were aggregated.

STATISTICAL SIGNIFICANCE

Results are given by project objective.

Objective 1 - The means and standard deviations for pre and post administrations of second year project students and comparison students on the SDRT are given in Table 3. Included in the table are the adjusted post test means and the level of significance the difference in adjusted post test means reflected. Note: 1) Yearly results are the aggregated results for two semesters, the project is only one semester; and 2) the pretest was Form B and the post test was Form A so mean gain in raw score units was not directly comparable between pre and post test.

TABLE 3
Summary of SDRT Results

		Pretest (Form B)		Post test (Form A)		Adjusted Post test	
Subtest/Sample	N	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	P
Reading Comprehension							
Project	186	39.4	11.4	42.9	9.6	43.1	.001
Comparison	123	39.8	11.2	40.2	12.0	39.8	
Vocabulary							
Project	186	40.3	9.3	45.5	8.4	42.5	.001
Comparison	123	40.4	9.2	40.2	9.0	36.9	
Reading Rate							
Project	185	28.7	8.7	34.8	7.7	34.7	.001
Comparison	123	28.7	7.8	29.2	8.8	29.4	

As reported above, the original alpha level was markedly exceeded; obtained F values were consistently significant at the .001 level. The obtained results clearly indicate that Objective 1 was met. (Caution: meaningful raw score mean gains cannot be derived because two different test forms were used.)

Objective 2 - Results for this objective are summarized in Table 4. The format for Table 4 is the same as earlier, but mean gains can be meaningfully derived in this table because the pre and post tests were the same.

TABLE 4
Summary of Criterion Test Results

		Pretest		Post test		Adjusted	
Sample	N	$\bar{X}$	S	$\bar{X}$	S	Post $\bar{X}$	P
Project	186	18.1	7.8	35.9	7.9	36.1	.001
Comparison	123	16.4	6.7	17.0	8.2	17.1	

The adjusted post test difference was significant beyond the .001 level of probability, while the criterion level was only .05. The obtained results clearly indicated that Objective 2 was met.

Objective 3 - Attitude results are summarized in Table 5. When reviewing the results, it is imperative to recall that the lower the mean score, the more positive the attitude toward reading.

TABLE 5
Summary of Attitude Results

		Pretest		Post test		Adjusted	
Sample	N	$\bar{X}$	S	$\bar{X}$	S	Post $\bar{X}$	P
Project	186	32.0	10.6	26.7	10.7	26.6	.001
Comparison	123	29.9	10.9	29.1	11.1	29.2	

Obtained results were highly significant. It was apparent that Objective 3 was met.

The significant difference between project and comparison students can be attributed to program effect because of the absence of any reasonable alternative explanation. With multiple project staff and comparison teachers and multiple project and comparison classes, institutional differences should have randomized. Student characteristics were controlled as were evaluation procedures, so these factors would not account for the obtained differences. With the noted factors controlled, the only known systematic difference was program effect.

EDUCATIONAL SIGNIFICANCE

Educational significance is reflected in the normative changes associated with the results summarized in Table 6.

TABLE 6
Normative Values Associated With Mean Raw Scores on the SDRT

		Pretest		Post test		Change	
Subtest/Sample	N	G.E.	%ile	G.E.	%ile	G.E.	%ile
Reading Comprehension							
Project	186	10.1	25	10.9	32	.8	7
Comparison	123	10.4	27	10.4	27	0	0
Vocabulary							
Project	186	12.2	49	Grad.	62	.8+	13
Comparison	123	12.2	49	12.2	42	0	-7
Reading Rate							
Project	186	10.2	38	12.0	52	1.8	14
Comparison	123	10.2	38	10.2	32	0	-6

As reflected in the preceding table, the project students made educationally significant gains on each of the three SDRT subtests, while the comparison students held essentially equal for the evaluation period. When reviewing the preceding results, it should be recalled that the actual intervention period was one semester or approximately four and a half months.

The educational significance of the criterion test results and attitude results are reflected in the comparison of pretest to post test mean scores for the project sample. On the criterion test the project sample gained 2.3 standard deviations and on the attitude scale they gained .5 of a standard deviation. Both gains exceeded the one-third standard deviation guideline frequently used to define educational significance.

SUPPORTING DATA

The preceding results support the claim of educational significance, but additional data is available. Results reported were for the 1979-1980 school year. Project students were evaluated following the same procedures during the 1980-1981 project year and their gains were equal to, or greater than the 1979-1980 project results. Table 7 summarizes the normative gains of third year project students as compared to second year project gains and comparative sample gains. (All results between third year project students and the comparison sample were statistically significant).

TABLE 7
Pre-Post Student Changes

Inst./Sample	N	Unit	Change
SDRT, Reading Comprehension			
2nd Year Project	186	Grade Equiv.	.8
3rd Year Project	184	Grade Equiv.	1.2
Comparison	123	Grade Equiv.	0
SDRT, Vocabulary			
2nd Year Project	186	Grade Equiv.	.8+
3rd Year Project	184		.7+
Comparison	123		0
SDRT Reading Rate			
2nd Year Project	186	Grade Equiv.	1.8
3rd Year Project	184		2.0
Comparison	123		0
Criterion Test			
2nd Year Project	186	Raw Score	17.8
3rd Year Project	184		21.6
Comparison	123		.6
Attitude Scale			
2nd Year Project	186	Raw Score	5.3
3rd Year Project	184	Raw Score	5.6
Comparison	123	Raw Score	.8

Reported results were positive in both a statistical and educational sense. In addition, both teachers at the project site and students enrolled in the course rated the course highly. The reported results reflected consistency over two years. These results were obtained at modest per pupil cost. Once implemented, the per pupil cost was approximately the same as any other academic course offered. Given the importance of reading and study skills in both school and societal settings, the costs were indeed modest.

The ReCaRe model is a management system for an individualized, eclectic program. If our objective as educators is to enable students to function independently in our society by teaching them how to learn efficiently and effectively, then reading and study skill instruction for all ability students must be a part of the junior and senior high school curriculum. Since reading is a national priority, since more and more districts are recognizing the need for reading and study skill instruction for all ability students in secondary schools, and since there is a paucity of good secondary reading models available, the project has been replicated in several schools. Examples of successful replications are Schroeder Junior High School, Grand Forks, North Dakota and in Minnesota, Anoka and Blaine High School, Monticello, Fairbault, Montevideo, Lakeville, Brooklyn Center and Glencoe. Barron, Wisconsin's Riverview Middle School received IV-C replication funds. Their evaluation report stated that students, "did evidence significant gains on criterion-referenced tests and on guided reading rate and comprehension tests..." For the 1982-1983 school year, five replication proposals have been funded by the State of Minnesota, and the cooperative Education Service Agency in Waupon, Wisconsin has been funded to replicate ReCaRe in five of the schools it serves. The project has also been replicated at Fort Wingate High School, a boarding School in New Mexico for native American students.

As a Minnesota state validated project, ReCaRe has received requests for materials from over 175 different school districts throughout the country, and over 150 visitors have been to the project site. In light of these figures and the established history of replication, it is evident that there is a need for a sound secondary reading and study skill model. Data from the extensive evaluations of the ReCaRe project clearly demonstrate that the ReCaRe model is one proven way of meeting the need for secondary reading and study skill instruction.

STUDY SKILLS INSERVICE

Assumptive Teaching Inventory	1
My Study Habits: How Bad Are They?	2
Reading Information Sheet	3
Pre-Reading Instruction Triangle	4
Textbook Analysis Sheets	5
Guidelines for Planning an Effective Study Schedule	9
Planning Ahead Grid	11
SQ3R	12
Underlining	13
Example of Underlining	14
SQ3R Practice Sheet	15
More SQ3R Practice	17
Notetaking	18
Main Events Chart	22
Preparing for and Taking Tests	23
Vocabulary	26
"Do You Know How Words Can Make You Rich?"	29
"Generic" Eight Day Lesson Plan	31
Summary "Map"	33
Bibliography of Study Skill Texts	34

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ALL MEN

BY NATURE

DESIRE TO LEARN

- ARISTOTLE

ASSUMPTIVE TEACHING INVENTORY

Directions: In column I, put a check in front of those skills you expect of students. In column II, put a check in front of "yes" if you have taught and/or modeled the skill and a check in front of "no" if you have not taught and/or modeled the skill.

I I expect my students to be able to:	II I have taught and/or modeled the skill listed in Column I.	
_____take notes from lectures.	_____yes	_____no
_____take notes from readings.	_____yes	_____no
_____efficiently study notes.	_____yes	_____no
_____review notes and readings daily.	_____yes	_____no
_____manage their time.	_____yes	_____no
_____answer essay questions.	_____yes	_____no
_____answer multiple choice questions.	_____yes	_____no
_____use context to understand new words.	_____yes	_____no
_____use the dictionary.	_____yes	_____no
_____build a personal vocabulary.	_____yes	_____no
_____preview what they are going to read.	_____yes	_____no
_____pick out main ideas.	_____yes	_____no
_____support generalizations.	_____yes	_____no
_____discuss class material.	_____yes	_____no
_____use the library.	_____yes	_____no
_____write lab reports.	_____yes	_____no
_____write a well-developed paragraph.	_____yes	_____no
_____vary reading rate according to material.	_____yes	_____no
OTHER SKILLS I EXPECT:		
_____	_____yes	_____no
_____	_____yes	_____no
_____	_____yes	_____no
_____	_____yes	_____no

A check in Column I should have a corresponding "yes" check in Column II. If "no" is checked, perhaps this is an area in which you are assuming students can do something which, in fact, they cannot, either because they have not been taught or because they need review.

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NAME_____

MY STUDY HABITS: HOW BAD ARE THEY?

Check the items below which are true for you.

_____1. I cannot concentrate when I read.

_____2. I usually study with the TV, radio, or stereo turned on.

_____3. I study in a place where I am often interrupted and/or distracted.

_____4. I rarely complete all of my assignments on time.

_____5. I do not estimate how long an assignment might take before I begin working on it.

_____6. I do not follow a study schedule.

_____7. I rarely turn down a chance for a social activity even if I had planned to do homework and/or study for a test.

_____8. I rarely begin a long term assignment until the day before the due date.

_____9. I read all of my assignments, but I cannot remember what I read.

____10. I do not look over an assigned chapter (pictures, headings, questions, summary, etc.) before I begin to read.

____11. I skip all the captions under the pictures and graphs.

____12. I seldom stop when I am reading an assignment to think about what I have read or to jot down major ideas.

____13. When I finish a reading assignment, I close the book rather than look over the chapter to review what I have read.

____14. If the teacher does not put an outline on the board, I am lost.

____15. I try to write down every word in a teacher's lecture.

____16. My notes are often so incomplete that they are of little use to me in preparing for an exam.

____17. I get lost when I try to listen and take notes at the same time.

____18. I have a hard time deciding on what parts of a lecture or text to take notes.

____19. I study for a test only at the last moment.

____20. I panic when I take a test.

____21. I rarely (if ever) review each subject regularly.

____22. I rarely review my lecture notes the same day I take them.

____23. I usually study for a test by reading over my notes a few times.

____24. I have never learned to organize an answer to an essay test.

____25. I do not recite out loud when I study for a test.

____26. I do not use flash cards to study for a test.

Each of the items which you checked are weaknesses in your study habits. Learning how to study effectively now will save you considerable frustration later on in high school.

COURSE _____

PERIOD _____

READING INFORMATION SHEET

Beside each skill listed below check the column which best describes your ability.

	STRENGTH	AVERAGE	WEAKNESS	UNCERTAIN
Textbook Reading				
Fiction Reading				
Reading Speed				
Understanding What You Read				
Remembering What You Read				
Vocabulary				
Notetaking From Textbooks				
Notetaking From Lectures				
Objective Test Questions (Multiple Choice, True/False)				
Essay Test Questions				
Library Skills				
Study Habits				
Managing My Time				

1. I carefully look over an entire reading assignment before I start to read it.

   ___all the time ___occasionally ___seldom ___never

2. I read the chapter review or teacher-made study guides before reading.

   ___all the time ___occasionally ___seldom ___never

3. I look over what I have read immediately after I finish reading an assignment.

   ___all the time ___occasionally ___seldom ___never

4. I schedule periodic reviews before a test.

   ___all the time ___occasionally ___seldom ___never

5. I read during my spare time.

   ___all the time ___occasionally ___seldom ___never

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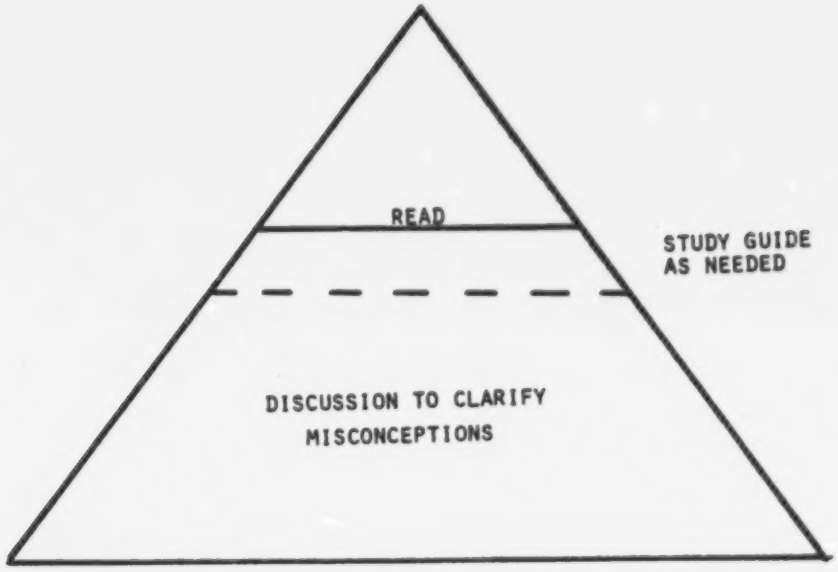
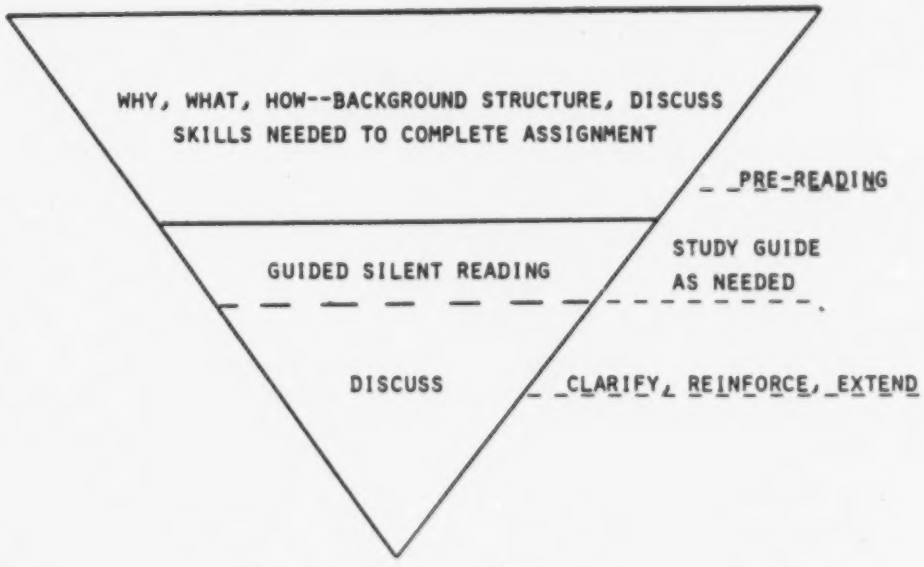
PRE-READING INSTRUCTION TRIANGLE*

TYPICAL ASSIGNMENT



MORE EFFECTIVE ASSIGNMENT



*From a presentation by Margaret Early,
1974 NCTE Spring Institute

TEXTBOOK ANALYSIS SHEET

Your name _____ Date _____

Text: Africa by Fred Burke

1. List three questions the title of the book brings to mind.

   _____

   _____

   _____

2. How many chapters are in this book? _____

3. Where did you look to find the answer to question number 2? _____

4. What page has a chart of Africa's largest cities? p. _____

5. What page has a map of "Bantu on the Move?" p. _____

6. How many numbered subheadings are in chapter 7? _____

7. How many subheadings are there under 1. "The Spirit of Independence Catches Fire Throughout Africa", page 242? _____

8. What is the purpose of these subheadings? _____

   _____

9. What is at the end of each numbered subheading? _____

10. What is the purpose of these "check ups?" _____

    _____

11. On what page is the chapter review for chapter 7? _____

12. Should you read this chapter review before reading, after reading, or both before and after? _____

13. What page has a reference to Fort Jesus? p. _____

14. What pages make reference to the Red Sea? p. _____

15. How many maps of the Red Sea are in this text? _____.

16. Where did you look to find the answers to questions 13, 14 and 15?

    _____

17. What is the date of publication? _____

18. Why is this important to know? _____

Get an answer sheet from the instructional aide and CHECK YOUR ANSWERS.

Bring your corrected paper to the instructional aide to discuss the results.

NAME_____

PERIOD_____

TEXTBOOK ANALYSIS
for
A World View

1. Write 3 questions the title of the book brings to mind.

_____

_____

_____

2. How many units are in this book? _____

3. On what page does the Atlas begin? _____

   The Graph Appendix? _____

4. How many chapters are in this book? _____

5. How many major headings does chapter 23 have? _____

6. Where did you look to find the answers to questions 2, 3, 4, and 5?

_____

7. What precedes each major heading in the chapters of this book?

_____

8. What follows each major heading? _____

9. Should you read the "Check Ups" before or after reading the section and why?

_____

_____

10. On what page is the Chapter Review for Chapter 23? _____

11. Should you read the "Key Facts" in the Chapter Review before, after, or both before and after the chapter?

_____

12. What follows the Chapter Review? _____

13. Turn to the "Gazetter." What is a gazetter? _____

_____

14. Where is Jokarta? _____

15. Why is Silesia important? _____

16. List the six reading aids at the back of the book.

_____

_____

_____

_____

_____

_____

17. On what page(s) would you find reference(s) to the Berlin Wall?

_____

18. Where did you look to find the answer to question 17?

_____

19. If you wanted to know the meaning of "population density," where would you look?

_____

Write the definition and page reference. _____

_____

_____

20. On what page will you find a picture of Hofburg Gates? _____
Look at the picture. Where is Hofburg Gates?

_____

21. Scattered throughout the book is a portion of a page printed on brown called "Slice of Life." Write the titles for three of these sections.

_____

_____

_____

What is "Slice of Life" about? _____

_____

22. What is the purpose of a subheading? _____

_____

23. List three famous people featured in the green framed boxes scattered throughout the book.

_____

_____

_____

24. When was this book published? _____

25. At the end of the "Table of Contents," the authors have written you a letter. Read the letter and write one observation or fact about Hastings that you would put in a modern geography book.

_____

_____

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GUIDELINES FOR PLANNING AN EFFECTIVE STUDY SCHEDULE

Learning to schedule your time is an important study skill. RESEARCH SHOWS THAT SUCCESSFUL STUDENTS USE TIME SCHEDULES. Though each person must work out a scheduling system which best suits individual needs, several guidelines apply to all study schedules. Read and study the guidelines for planning an effective study schedule.

1. Choose a place to study free from distractions. This includes music. Research shows that students learn better without background music. You might think you are the exception, but the chances are you are kidding yourself. Perhaps as a high school student you always do your studying with the stereo on and have done fine. Your success might be due to an unchallenging schedule, to an above-average ability to handle high school material, or to spending more time reading and studying than necessary. Your college schedule may prove to be considerably more challenging and playing your stereo while studying might well be your undoing.

Conduct a mini experiment. On two consecutive evenings, read similar length chapters of the same textbook. Read one chapter with music playing; read the next chapter without music. Be sure to use SQ3R. Keep a record of the amount of time each chapter takes. Take notes for your recite step. Then ask someone to quiz you on your notes and keep a record of your responses. If you conduct this experiment in an unbiased fashion, the chances are that the chapter you studied without music took less time and resulted in better retention.

2. Plan to use "dead time," short periods of time which are normally wasted. This might be homeroom, the five to ten minutes the teacher doesn't use at the end of the hour, the ten minutes before school, or while waiting for the bus in the morning and/or afternoon. In college this might be the time between classes, the fifteen minutes before the professor arrives, or the twenty minutes while you wait for the bus. Short time periods can be very effective for study. During this "dead time," you can review notes, go over flash cards, look over a textbook chapter, or plan your day's schedule.

3. Schedule one-hour blocks of study--fifty minutes to study, ten minutes for a break. Research shows that one hour blocks of time are most efficient.

4. Schedule as much study time as possible during daylight hours. Research shows that one hour of daytime study is equal to one and a half hours of night study. Use your study hall or get your homework done right after school, and you will have more time in the evening for recreation and relaxation.

5. Prepare for discussion/recitation courses before class. Material will be fresh in your mind, and you will be able to participate intelligently. Nothing is more boring than a discussion of material which fifty percent of the class has not read. Students often complain about boring classes but are often unwilling to make them more interesting by actively participating in discussions.

6. Schedule time to go over lecture material immediately after class. This will give you an opportunity to review your notes and to fill in details and reorganize sketchy parts.

In high school many teachers outline their lectures on the overhead. Many students copy this outline and then "tune out" while the teacher covers each point. Most teachers, however, expect you to add details as they go over their outline. Try listening and adding details. You may be surprised to find that you do better on the next test.

In college few professors provide any notetaking help. And not all professors are dynamic or organized lecturers. Boring or interesting, organized or disorganized--you are responsible for the material covered. Reviewing notes while the lecture is fresh in your mind will prove to be a valuable tool, particularly in those lecture courses where the lecturer is not particularly well organized. Remember, too, that forgetting takes its greatest toll within 24 hours.

7. Schedule a weekly review. This might best be done on Sunday and should be at least thirty minutes. Use this time to read over your notes or to look over readings from the week before. Periodic reviews aid memory and eliminate a need to cram before tests. If you have a lecture class, review your notes each day.

8. Allow sufficient time for sleep, a well-balanced diet, and leisure activities. If you keep up with your school work on a daily basis, there should be no need to cram for exams and you should have plenty of time for play. While your dormitory friends are perking pots of coffee to keep them awake while they cram for final exams, you will be able to take in a movie and still get an 'A' on the next day's test.

9. Prioritize assignments. If you have a paper due the next day, a reading assignment for science, a test in German, and a research paper due in two weeks, you obviously need to prioritize and do "first things first." Complete the assignments that must be done by the next day in order of importance. Study German, complete the paper, read the science, work on the long-range assignment. If you have no time to work on the long-range assignment or even to carefully complete the science reading, you will at least meet the two most important deadlines. Learn to prioritize.

10. Be careful not to become a slave to your schedule. If something comes up during your study time that you really want to do, go ahead and do it, but be sure to make that time up later in the week. If your teacher gives you an unexpected short-range assignment, change your priorities for that week. Don't make your schedule so detailed that you have a guilty conscience if you deviate from it. Though you should not be a slave to a schedule, it is important to have one. Without a schedule, things tend to pile up. Long range assignments get postponed until it becomes impossible to complete them on time; lecture notes are a jumbled mess and studying them the day before the exam is very ineffective; texts are not read, making class discussions meaningless; and with each nonproductive day, you become increasingly more anxious and miserable.

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PLANNING AHEAD

MONDAY

SUBJECT	ASSIGNMENT	TIME

TUESDAY

SUBJECT	ASSIGNMENT	TIME

WEDNESDAY

SUBJECT	ASSIGNMENT	TIME

THURSDAY

SUBJECT	ASSIGNMENT	TIME

FRIDAY

SUBJECT	ASSIGNMENT	TIME

PLAN

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKEND
3:00						
3:30						
4:00						
4:30						
5:00						
5:30						
6:00						
6:30						
7:00						
7:30						
8:00						
8:30						
9:00						
9:30						
10:00						
10:30						

SQ3R

SURVEY

a. The title
b. All headings and subheadings.
c. All captions under pictures, charts, graphs, or maps.
d. Any review questions or teacher-made study guides.
e. The introductory paragraphs.
f. The concluding paragraph.
g. The summary if there is one.

QUESTION

a. Turn the title into a question.
b. Turn the headings and subheadings into questions.
c. Formulate questions from the captions.
d. Read any questions at the end of the chapter or after each subheading.
e. Ask yourself, "What did my instructor say about this chapter or subject when it was assigned?
f. Ask yourself, "What do I already know about this subject?"

READ

a. Look for answers to the questions you raised while surveying and questioning.
b. Look for answers to the questions from the beginning or end of the chapter or from teacher-made study guides.
c. Reread all captions under pictures, graphs, tables, and other illustrations.
d. Carefully read all the underlined, italicized, or bold printed words or phrases.
e. Carefully study graphic aids.
f. Reduce your speed for difficult passages.
g. Stop and reread parts which are not clear.

RECITE

a. Oral recitation.
b. Taking notes.
c. Underlining important parts (if the book is yours, of course)

REVIEW

a. Page through the chapter and reacquaint yourself with its overall structure and important subpoints.
b. Read the written notes or outline you have made.
c. Periodically review the information so that at test time you do not need to cram. You might want to make a review schedule.

1st Night - Take notes.
2nd Night - Orally recite notes and write marginal questions
3rd Night - Cover notes and quiz yourself out loud using the marginal questions.

UNDERLINING

Underlining in textbooks is the study method preferred by most college and vocational students both because they own their texts and because underlining is less time consuming than taking notes. Junior and senior high school students should be taught how to efficiently mark reading material. Not only is this an excellent study technique, but it also provides practice in picking out main ideas, a skill many students have not yet mastered. Since students do not own texts, a portion of a chapter can occasionally be copied and dittoed or typed for underlining instruction.

Underlining Hints:

1. Underline after reading a section. Only then is it clear what the main ideas are. Students who underline while reading tend to underline too much. The purpose of underlining is to highlight the main ideas for later review. If 7/8 of the text is underlined, students might as well reread the whole chapter.

2. Make marginal notes--questions, terms, headings--in the text for later review.

3. Use double lines, asterisks, and numbers to set main ideas off from subordinate ones.

4. Underline only the important points. Underline enough so that rereading underlined portions makes sense but be careful not to underline superfluous words. Structure words, subordinate clauses, phrases, and transitions can often be left out.

5. Cover up the text and use marginal notes as stimuli for review.

HAIRDRESSING. HAIR-STYLING IS ANOTHER FORM OF ORNAMENTATION. WHAT PURPOSE DOES IT SERVE? ACCORDING TO ZOOLOGIST DESMOND MORRIS: "AS A PATTERN OF BEHAVIOR, HAIRDRESSING HAS THREE FUNCTIONS. IT NOT ONLY CLEANS THE HAIR AND PROVIDES AN OUTLET FOR SOCIAL GROOMING, BUT IT ALSO DECORATES THE GROOMEE."

What are the three functions of hairdressing?

ORIGIN:

FROM EARLY EFFORTS TO KEEP THE HAIR FREE FROM LICE, TICKS OR OTHER PARASITES, HAIR CARE HAS BECOME A COMPLEX BEHAVIOR PATTERN IN MANY CULTURES. IT CAN BE USED FOR BEAUTY, STATUS AND SOMETIMES EVEN AS A RELIGIOUS SYMBOL.

What is the origin of hairdressing?

HAIR COLOR AND TEXTURE HELPS TO IDENTIFY INDIVIDUALS WITH CERTAIN GROUPS. HAIR STYLES FURTHER IDENTIFY MEMBERS OF CERTAIN CULTURES, EVEN OF SUBCULTURES, WITHIN A SOCIETY. NOT ONLY THE HAIR OF THE HEAD, BUT A MAN'S BEARD AND MUSTACHE MAY RECEIVE SPECIAL ATTENTION IN SOME CULTURES. THE SIKHS OF INDIA, FOR EXAMPLE, ARE NOT ALLOWED TO CUT THEIR HAIR. SOME ORTHODOX JEWISH SECTS GROW LONG RINGLETS AS SIDEBURNS, WHILE AMONG THE BUDDHISTS THE SCALP MAY BE SHAVED.

How is hairdressing a source of group identity?

Examples:

Give examples

NAME_____

PERIOD_____

SQ3R PRACTICE

Economics: Principles and Practices, Chapter 3, pages 38-51 (stop at 4 - Business Expansion). Do exactly what you are asked to do in each numbered statement. When you have completed what is required, put a check in front of the number.

Part I - SURVEY AND QUESTION

_____1. Read the introduction "Forms of Business Organization" on pages 38-39.

_____2. Write two questions from the introduction to which you would like to find the answers.

a._____

b._____

_____3. Survey and question the chapter through page 51. How long did it take to survey?

_____

When you finish surveying, answer the questions.

a. How are new terms highlighted in the text?_____

_____

b. Name three kinds of business organizations.

1._____

2._____

3._____

c. Give an example of a sole proprietorship._____

d. Of the three kinds of business organizations which one earns the largest percentage of net profits?

_____

e. List two activities of an annual stockholders' meeting.

1._____

2._____

_____4. Turn to page 55. Read numbers 1-7 of "The Chapter in Perspective."

_____5. On page 56, survey the terms from "Functional Institution" through "Management" of Chapter 3 Review--Building an Economic Vocabulary.

_____6. Read questions 1-6 of Reviewing Economic Ideas.

Note: Of course, when you are using the first two steps of SQ3R by yourself, without teacher help, you do not need to write anything. The survey and question steps together should take no more than 5-10 minutes.

Part II - READ AND RECITE

Keep the main ideas you surveyed in mind as you read. We will use notetaking for the recite step.

_____7. Read the introduction "Forms of Business Organization." We will take notes on this section <u>after</u> you have finished reading it. Take your notes on loose leaf paper.

_____8. Read "Sole Proprietorships." We will read and take notes together on this section.

_____9. Read the rest of the chapter through page 51. Take notes on each section <u>after</u> you have read it.

YOUR NOTES ARE DUE TOMORROW WITH MARGINAL QUESTIONS.

Part III - REVIEW

____10. Reread the questions you surveyed throughout the chapter.

____11. Be sure you understand "The Chapter in Perspective" and can define the terms and answer the questions on page 56.

____12. Plan to review your notes daily until you have a test on this chapter in your economics class.

Name_____

Hour_____

MORE SQ3R PRACTICE

SQ3R Practice

Name of Text_____

Class for which this text is used?_____

Chapter studied_____ Pages_____

Check off each numbered step when you have completed it.

_____1. SURVEY AND QUESTION the chapter. How long did this take?_____
Write three questions to which you would like to find the answers.

a._____

b._____

c._____

Check below the reading aids which your chapter included and which you surveyed.

_____Title

_____Introductory paragraph

_____Subheadings

_____Captions under pictures

_____Chapter summary

_____Chapter review questions

_____2. Keep the questions in mind as you READ the chapter. You will use notetaking as the recite method.

How long did it take you to read?_____

Did you stop and take notes as you read, or did you read without stopping?

_____

Did surveying make reading easier? _____yes _____no Explain_____

_____

_____3. RECITE Take notes on the chapter you read. Each subheading should be a major point. Take your notes on loose leaf and staple them to the back of this sheet.

Notes must be completed by Wednesday. Use the ReCaRe format for notes.

_____4. REVIEW When did you schedule your first review?_____

_____5. EVALUATION Do you feel that using SQ3R resulted in better comprehension?

_____yes _____no Explain_____

_____

Did using this system help you on the test over this material?

_____yes _____no Explain_____

_____

Do you plan to use this system for future study? _____yes _____no

Explain_____

NOTETAKING

Students must be taught not only how to take notes but how to actively study them.

Suggested Format:

Draw a vertical line approximately two and a half inches from the left side of the paper. Lecture or textbook notes will be written in the larger space to the right of the line. The smaller space to the left of the line is for questions.

Example:

Define: fixation pause fixation point recognition span	I. Terms A. fixation pause--each stop your eye makes -when reading occurs B. fixation point--actual spot where eyes focus C. recognition span--number of words taken in on each pause -average reader 2½ words -can train yourself to take in more
How many words does aver. rdr. take in?	
Define regression	D. regression--backward eye movements (bad habit) -made because person has no confidence or else doesn't understand the material
What is perception?	E. perception 1. see accurately 2. grasp meaning 3. remembering
	II. Breaking & Previewing
What do you read when previewing?	A. To preview 1. read front cover 2. read inside cover-reviews 3. dedication 4. back cover
List the steps for breaking a book.	B. Break 1. open book to middle & press down with heel of hand 2. while doing that, look for proper nouns (names and places) 3. take 20-25 pages at a time & press towards back and then front 4. flex corners of book
How should you sit?	C. Posture 1. be somewhat tense 2. sit straight with feet flat on floor 3. left hand holds book flat & turns the pages 4. right hand as pacer

What are pacers?

What is a main events chart?

III. Formula to teach yourself to speed read
- A. 5 mins. of recognition span exercises
  - -line down middle of a newspaper column
- B. 5 mins. of pacers--warming up
  - -must push yourself
  - -done on familiar material
- C. 5 min. timing
- D. Record pages read
  - set goal up
  - read 5 mins. again
  - try to meet goal
- E. 10 mins. timing
  - record pages read
  - set goal
  - read 10 mins. again
  - try to meet goal
- F. figure words per minute
- G. keep main events chart
  - -chronological listing of the main happenings in the book

Some Notetaking Don'ts:

1. Don't try to write everything word for word. Put important ideas in your own words. This is especially critical when taking notes from reading materials. Too often students mechanically copy whole sentences out of a text.

2. Don't get bogged down with traditional outline rules i.e. "can't have A without B, 1 without 2 etc." Use hyphens, indenting, and other "quick" methods of distinguishing main from subordinate ideas.

3. Don't forget to use abbreviations.

4. Don't take notes in shorthand. Unless these are transcribed almost immediately, they tend to be worthless.

5. Don't tape record whole lectures and take notes later. This is a needless waste of an hour. Besides who wants to hear the same lecture twice?

6. Don't retype notes. If you are a good enough typist to efficiently retype everything, it is probably a rather mechanical process for you and would not be an "active" study method.

7. Don't wait more than 12 hours before reviewing notes. Some parts may not be legible or some ideas may be incomplete. These should be filled in while the material is fresh in your mind.

8. Don't neglect to write questions during the first review, which must be done within 24 hours. The second review should consist of covering up the notes in the right hand column and using the headings and questions in the left column to trigger memory and effectively review.

9. For teachers—don't write all the notes on the overhead. Students need listening practice.

10. Don't assume students can take notes. Teach them!

Suggested Activities for Teaching Notetaking:

1. Systematically teach notetaking from lectures. Sample one week notetaking unit which can be used in conjunction with content-area work:

Day one:
1. Acquaint students with the notetaking format.
2. Lecture 20 minutes.
3. Put your notes on overhead and ask students to fill in missing parts in different colors, so they can see how many of the main ideas they were missing.
4. Remind students to review notes because forgetting takes its greatest toll within 24 hours.

Day two:
1. Go over format.
2. Lecture 20 minutes.
3. Ask students to compare notes with another student and fill in missing parts.
4. Put your notes on overhead minus left-hand side questions.
5. Explain the purpose of the questions and write a few with them.
6. Ask students to finish writing questions in the left column.
7. Show your questions; ask for differences.
8. Show students how to review by covering up the wide column. Using left column as a stimulus, they should quiz themselves or have someone quiz them out loud when reviewing.
9. Remind them again of the importance of daily review.

Day three:
1. Surprise quiz on materials of previous two days to check whether or not students are reviewing.
2. Lecture 20 minutes.
3. Ask students to write marginal questions.
4. Ask students to turn in their notes.

Day four:
1. Return notes with comments.
2. Lecture 20 minutes.
3. Have students evaluate each other's notes.
4. Remind students to review and write questions and/or headings in the left column.

Day five:
1. Test over week's material. Chances are grades will be excellent.
2. Ask students to evaluate the unit. Modify and extend if necessary.

Options for extending unit to include test preparation skills:

Day four:
a. Return notes with comments.
b. Lecture 20 minutes.
c. Talk about active versus passive study.
d. Review power of oral recitation.
e. Teach them how to make flash cards.
f. Assign 10 flash cards on the lecture material to be brought to class the next day.

Day five:

a. Ask students to work 10 minutes with a partner using the flash cards they made. Give them credit for making the flash cards.
b. Talk about test anxiety and how to cope with it. (You may want them to take notes on these test preparation techniques.)
c. Show them old tests and go over the kinds of questions you ask.
d. Model for them how to answer a short question.
e. If essays are usually included on tests, teach them the step to follow in answering this kind of question. Write an essay answer for them.
f. Assign an essay question to be answered by the next day.

Day six:

a. Ask students to turn in essays; give them credit for doing it.
b. Include same essay on test.
c. With the active studying they have done, test results should be fantastic.

2. Systematically teach notetaking from readings. The most critical thing to teach students is to take notes after reading. It is not possible to distinguish main idea from subordinate idea until an entire section has been read. Students tend to write long passages word for word. Teach them to put ideas into their own words. The unit described above can easily be adapted to taking notes from readings. Notetaking must be modeled for even the best students.

3. Put a partical outline on the overhead or give students a sheet with portions of the lecture or reading missing. Require them to fill in missing parts.

Example:

I. Five incidents with affected the North's economy
   A.
   B.
   C. Education for common man
   D.
   E.
II.
   A. Factory system in N.E.
   B.
   C.
   D. Spirit of democracy
   E.

This activity should help students pick out the main ideas and paraphrase reading material. This is a good first step to taking notes from readings.

4. Occasionally make your lecture a bit disorganized so that students have to do some reorganizing afterwards. This provides valuable practice, particularly for college-bound students who will be subjected to many different lectures in college.

5. Call on academically-talented students to occasionally lecture for you. This provides valuable organizational skills for the lecturer and provides the class with a variety of lecture styles.

MAIN EVENTS CHART

A main events chart is a good method for checking comprehension when speed reading. It can also be used in place of oral or written book reports on outside reading assignments. Students who have difficulty sequencing the events of a novel or story should be encouraged to make a main events chart for all fiction they read.

Sample:

Are You in the House Alone

1. Dinner at the Lawvers.
2. Gail babysits at Ms. Montgomery's and receives first phone call.
3. We are introduced to the characters of Sonia and Madam Malerich.
4. Gail receives first note at locker.
5. Gail receives second phone call while she is in her house alone.
6. Gail babysits for Ms. Montgomery who comes home with Coach Foster, early.
7. Gail recives another note at her locker.
8. School sees film and finds out the star was Madame Malevich.
9. Gail visits the school counselor.
10. Gail babysits & receives call asking, "Are You in the House Alone?"
11. Gail calls Steve and asks him to come over when he gets home.
12. Phil Lawver rapes Gail.
13. Gail wakes up in hospital--tells her parents Phil Lawver was the person who raped her.
14. Police interrogate Gail.
15. Lawyer visits Gail--doesn't think she has a chance.
16. Madame Malevich visits Gail at home.
17. Mrs. Montgomery says no to future babysitting.
18. Phil offers Gail a ride.
19. Phil doesn't come home for Christmas.
20. Sonia is never seen again.

PREPARING FOR AND TAKING TESTS

Teachers must teach students to prepare for tests and must model the types of questions which will be asked. Essay answers acceptable to one teacher may not be acceptable to another; therefore, expectations must be clearly specified and an opportunity for practice provided. Testing is not tricking!

Some Suggestions:

1. Point out the difference between active and passive study. Just sitting and reading over notes or looking over a chapter is a passive activity. Students should underline, write notes in the margin, talk out loud, make study sheets, outline, etc. Encourage them to get as many of the senses involved as possible.

2. Teach students how to make Table of Contents Sheets. Give them time to do one and credit for doing it. To make a Table of Contents Sheet, students should go through notes, textbook readings, and any other information that will be included on the test and list all the important topics on a piece of paper. It should take only 5-10 minutes to construct a Table of Contents Sheet.

   Example:

SAMPLE OF TABLE OF CONTENTS SHEET

I. Personality
   - A. Definitions of personality
   - B. Personality characteristics
   - C. Personality development
   - D. Personality theories

II. The Mentally Healthy Personality
   - A. Characteristics of the mentally healthy personality
   - B. Everyday frustrations
   - C. Defense mechanisms

III. The Abnormal Personality
   - A. What is abnormal personality
   - B. Classifications of mental illness

IV. Causes of Mental Illness
   - A. Social causes
   - B. Psychological causes
   - C. Physical causes

V. Treatment of Mental Illness
   - A. Mental hospitals
   - B. Staff
   - C. Therapy

3. Teach students to make study sheets based on their Table of Contents Sheets. Take one topic at a time from the Table of Contents Sheet. Write this topic at the top of a clean sheet of paper, then go through the materials and locate all the important information about this topic. Summarize these ideas and sub-ideas and place them below the main topic on the sheet. As students go through these notes, the words and phrases that they have written should call to mind other details and examples. Underline important words and star or circle important ideas. Students should do this for each topic on the Table of Contents Sheet.

SAMPLE OF STUDY SHEET

I. PERSONALITY

A. Definition of Personality
1. "All of you"
2. "The dynamic organization of characteristic attributes leading to behavior and distinguishing one individual from other individuals" (Kallish)
3. "Personality can be defined as an individual's unique pattern of relatively consistent tendencies" (Williams)
4. An individual's characteristic pattern of thought and behavior

SAMPLE OF STUDY SHEET

B. Personality Characteristics
1. Traits-(aspects that make you different from others)
   a. Physical traits
      -hair color
      -eye color
      -body build
   b. Psychological traits
      - honesty
      - sincerity
      - friendliness
2. Abilities (talents one has)
3. Social Attitudes (people pressures)
   - different roles you play with different people
   - basic personality stays the same
4. Interests (what one likes to do)
   - can be things you like to do whether you're good at it or not
5. Motives (why people do what they do)
6. Modes of adjustment (how life is lived)

4. Encourage students to make flashcards as a study aid--questions on one side, answers on the other; terms on one side, definition on the other; lists of items on one side, stimulus on the other. Require students to make 20 of these as a review for a test and trun them in for points. Math formulas, physical education game rules, foreign language vocabulary, music terms, cooking terms--all are more efficiently learned using this excellent study aid.

5. Teach students how to write essay answers; write a sample for them and allow them to practice before their first essay test. Some simple rules:

   a. As you are reading over essay questions, jot down in the margin any ideas which immediately come to mind.
   b. Briefly outline the main points in the margin. This is the most difficult suggestion for students to follow. Insist on it.
   c. Restate and answer the question in the first sentence of the essay. This serves as the introduction.
   d. Support each main point with specific examples. Students need considerable practice supporting generalizations.
   e. Remember the conclusion, a summary statement.
   f. Proofread your answer before turning it in.

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6. Make clear the difference between answering short answer questions and answering essay questions.

7. Practice a couple multiple choice questions with students before your first test so they have a sense of your questioning style. Students may not be familiar with the "all of the above," "none of the above" responses. If you use these, practice with students prior to the first test.

8. Discuss the merits of daily review. It does not occur to many students that they should be reading over their notes or studying their flashcards every day. Remind them that forgetting takes its greatest toll within 24 hours.

9. Don't force students to spend half their study time trying to "second guess" you. Tell them what kind of test you plan to give. Model the behavior you expect.

10. Define such terms as "compare," "describe," "list," "characterize," "summarize," "discuss," etc. Not all teachers define these terms in the same way.

Vocabulary instruction is critical. Learning definitions for matching item tests cannot be called teaching vocabulary. Students need to practice using context as a means of understanding new words and must use these new words in their writing and speaking. Students enjoy vocabulary when not forced to memorize a bunch of definitions that have never been discussed or that seem unrelated to their experiences.

Suggestions for Teaching Vocabulary:

1. Present new vocabulary in context before students read the new material. Sample worksheets are included with these materials, but frequently this can be done orally. I write a word on the board and read or explain the context. If that doesn't work, I use a sentence which relates to them or to the class or to their broad experience. Almost all students take part in these vocabulary sessions and seem to enjoy trying to be first with the correct meaning. Students are required to write the definition in their own words from our discussion. I never write a formal definition on the board. This forces students to take an active role or at least to listen.

2. Teach students how to consciously make use of the major context clues used by authors. (Thomas and Robinson, Improving Reading in Every Class, list different types of context clues.)

3. Explain new words in terms of structural analysis whenever possible. This way they will learn families of words, not just a few "big words."

4. Have a program of vocabulary development; don't rely upon incidental approaches to vocabulary growth.

5. Make definite provisions for extending new words into speaking, writing, and thinking vocabularies.

6. Teach the connotative implications of words as well as the denotative definitions.

7. Teach subject matter vocabulary in the context of that subject.

8. Don't make your definitions more difficult than the words to be defined.

9. Separate vocabulary study from required spelling lists.

10. Use novel or different ways to approach definitions. The analogy is a good way of getting at meaning; so is asking for antonyms occasionally, rather than always for synonyms. If it is an object, show it or demonstrate it. Crossword puzzles are motivational.

11. Require students to make flash cards with the word on one side, context, definition and sentence on the other. Flash cards are an excellent study aid.

12. Encourage students to build a personal vocabulary. Make them responsible for so many words per week (5 is a good number) which they hear or read which are new to them. These can be put on 3 x 5 cards and turned in every two weeks.

Possible Activities:

1. Choose ten words that could be used in a composition about a certain topic. Ask students to write a one-page paper using at least half of these with extra credit for more. Acquaint students with a thesaurus.

2. Ask to choose 5 adjectives to describe something. They must be adjectives they do not know. They could teach these to the class, then read their descriptions, and let the class guess what is being described. Possible categories might include literary or historical characters, media personalities, artists etc. depending on the content area.

3. Make each student responsible for teaching a word per week to the class - its spelling, meaning, etymology, and part of speech. Each student could use the word in a sentence and pass the sentence in to be graded by the "student teachers."

4. Provide practice working with analogies both commercial and student and teacher-made. Many students walk into the SAT test and see analogy items for the first time.

5. Construct crossword puzzles or assign students to construct them. These are an excellent way to review learned vocabulary and students enjoy the challenge of working them and of writing them. Use graph paper for maximum efficiency.

6. Play password. Use the words students are studying rather than commercially produced game. Boys against the girls makes for lively participation.

7. Use the 1,000 words listed in the back of the SAT test preparation book; particularly if course material does not have challenging vocabulary items.

8. Buy one of the calendars which has a word for each day to keep on your desk. Occasionally throw a couple of these words on your test as extra credit items.

9. Make words come alive! Act them out, relate them to students' experiences, talk about their origins, anything to help students remember.

SAMPLE VOCABULARY CARD FORM

ENGLISH

PAT OLSON
PERIOD 1
ENGLISH 10

AMIABLE

REQUIREMENTS: MEANING, PART OF SPEECH, SENTENCE

ADJECTIVE MEANING FRIENDLY

SENTENCE: BECAUSE CHRISTINE IS AN AMIABLE CHILD, SHE TRIES TO MAKE NEW STUDENTS FEEL WELCOME.

OR

REQUIREMENTS: MEANING, PART OF SPEECH, SENTENCE RELATED TO CONTENT IN WHICH THE WORD APPEARS

ADJECTIVE MEANING FRIENDLY

SENTENCE: LENNIE WAS AN AMIABLE MAN BECAUSE HE WAS TOO NAIVE AND SIMPLE TO REALIZE PEOPLE WERE MAKING FUN OF HIM.

From:
Do You Know How Words Can Make You Rich?*
By Horton Winthrop

This 20-word test will give you a fairly accurate idea of what your top income will be. Circle one of the five words which comes closest to the meaning of the first word in italic type. Be sure to read all five choices and, where you have no idea, guess. After you finish the test, turn to page 298 for the answers and your future top income.

1. Did you see the *clergy? / funeral / dolphin / churchmen / monastery / bell tower*
2. Fine *louvers. / doors / radiators / slatted vents / mouldings / bay windows*
3. Like an *ellipse. / sunspot / oval / satellite / triangle / volume*
4. *Dire* thoughts. */ angry / dreadful / blissful / ugly / unclean*
5. It was the *affluence. / flow rate / pull / wealth / flood / bankruptcy*
6. Discussing the *acme. / intersection / question / birth mark / perfection / low point*
7. How *odious. / burdensome / lazy / hateful / attractive / fragrant*
8. This is *finite. / limited / tiny / precise / endless / difficult*
9. Watch for the *inflection. / accent / mirror image / swelling / pendulum swing / violation*
10. The *connubial* state. */ marriage / tribal / festive / spinsterly / primitive*
11. See the *nuance. / contrast / upstart / renewal / delinquent / shading*
12. Where is the *dryad? / water sprite / fern / dish towel / chord / wood nymph*
13. Will you *garner* it? */ dispose of / store / polish / thresh / trim*
14. A sort of *anchorite. / religious service / hermit / marine deposit / mineral / promoter*
15. *Knurled* edge? */ twisted / weather beaten / flattened / ridged / knitted*
16. Is it *bifurcated? / forked / hairy / two wheeled / mildewed / joined*
17. Examining the *phthisis. / cell division / medicine / misstatement / dissertation / tuberculosis*
18. *Preponderance* of the group. */ absurdity / heaviness / small number / foresight / majority*
19. Ready to *expound. / pop / confuse / interpret / dig up / imprison*
20. Staring at the *relict. / trustee / antique table / corpse / widow / excavation*

See page 298 for answers

Brown, J. I. EFFICIENT READING. Lexingron, MA: D. C. Heath & Company, 1976, pp 134 and 298.

Answers to the 20-Word Quiz on page 134. Check your answers, then find your age group in the columns below, and you'll learn your probable peak future income. Don't be discouraged if you didn't score well — read the article for tips on how you can improve your vocabulary and your income potential.

1. *churchmen*
2. *slatted vents*
3. *oval*
4. *dreadful*
5. *wealth*
6. *perfection*
7. *hateful*
8. *limited*
9. *accent*
10. *marriage*
11. *shading*
12. *wood nymph*
13. *store*
14. *hermit*
15. *ridged*
16. *forked*
17. *tuberculosis*
18. *majority*
19. *interpret*
20. *widow*

Figure your top income by looking up the number of correct words under your age heading.

Age 30 and Up

Score	
20–19	$36,500 and up
18–17	$24,300–$36,500
16–15	$16,200–$24,300
14–13	$12,200–$16,200
12–11	$ 8,500–$12,200
10–7	$ 6,500–$ 8,500
Below 7	Under $6,500

Age 21–29

Score	
20–17	$36,500 and up
16–15	$24,300–$36,500
14–13	$16,200–$24,300
12–11	$12,200–$16,200
10–5	$ 6,500–$12,200
Below 5	Under $6,500

Age 17–20

Score	
20–15	$36,500 and up
14–13	$24,300–$36,500
12–11	$16,200–$24,300
10–9	$12,200–$16,200
8–7	$ 8,500–$12,200
6–3	$ 6,500–$ 8,500
Below 3	Under $6,500

Age 13–16

Score	
20–12	$36,500 and up
11–10	$24,300–$36,500
9–8	$16,200–$24,300
7–6	$12,200–$16,200
5–4	$ 8,500–$12,200
3–2	$ 6,500–$ 8,500
Below 2	Under $6,500

Age 9–12

Score	
20–10	$36,500 and up
9–8	$24,300–$36,500
7–6	$16,200–$24,300
5–4	$12,200–$16,200
3–2	$ 8,500–$12,200
1	$ 6,500–$ 8,500
0	Under $6,500

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Day-by-day activities for a teacher interested in integrating study skills into course objectives.

Day 1:

a. Conduct informal assessment, study skills inventory and/or Textbook Analysis Sheet.
b. Discuss with students the importance of active learning.

Day 2:

a. Discuss the SQ3R system.
b. Using the target text, survey and question the chapter with students.
c. Ask students to close books and quiz them out loud on details they should know about the chapter from surveying and questioning.
d. Read a section (one subheading) together.
e. Model the notetaking format and take notes over the section together.
f. For homework assign students to read and take notes over several pages.

Day 3:

a. Check homework.
b. Give students a good set of notes and ask them to compare theirs to the teacher's, making sure they have included the main ideas. They should add any ideas they are missing.
c. Discuss the content of the notes.
d. Review SQ3R
e. For homework assign students to read and take notes over the rest of the chapter.

Day 4:

a. Give students 5 minutes to review notes using marginal questions.
b. Give a pop quiz on the material. Students will be surprised by what they remember.
c. Go over notes, and discuss the content.
d. Discuss with students how they prepare for tests and frustrations they may have experienced taking tests. Discuss the differences between reading and studying. Talk about ways to overcome test anxiety.

Day 5:

a. Go over and model active test preparation strategies.
b. Ask students to make 10 flash cards for the next day.
c. If time management is a problem, go over the quidelines for planning a study schedule.
d. Go over guidelines for writing essay answers.
e. Ask students to take notes on these guidelines.
f. Give students a sample essay answer, pointing out how the sample essay follows the prescribed guidelines.

Day 6:

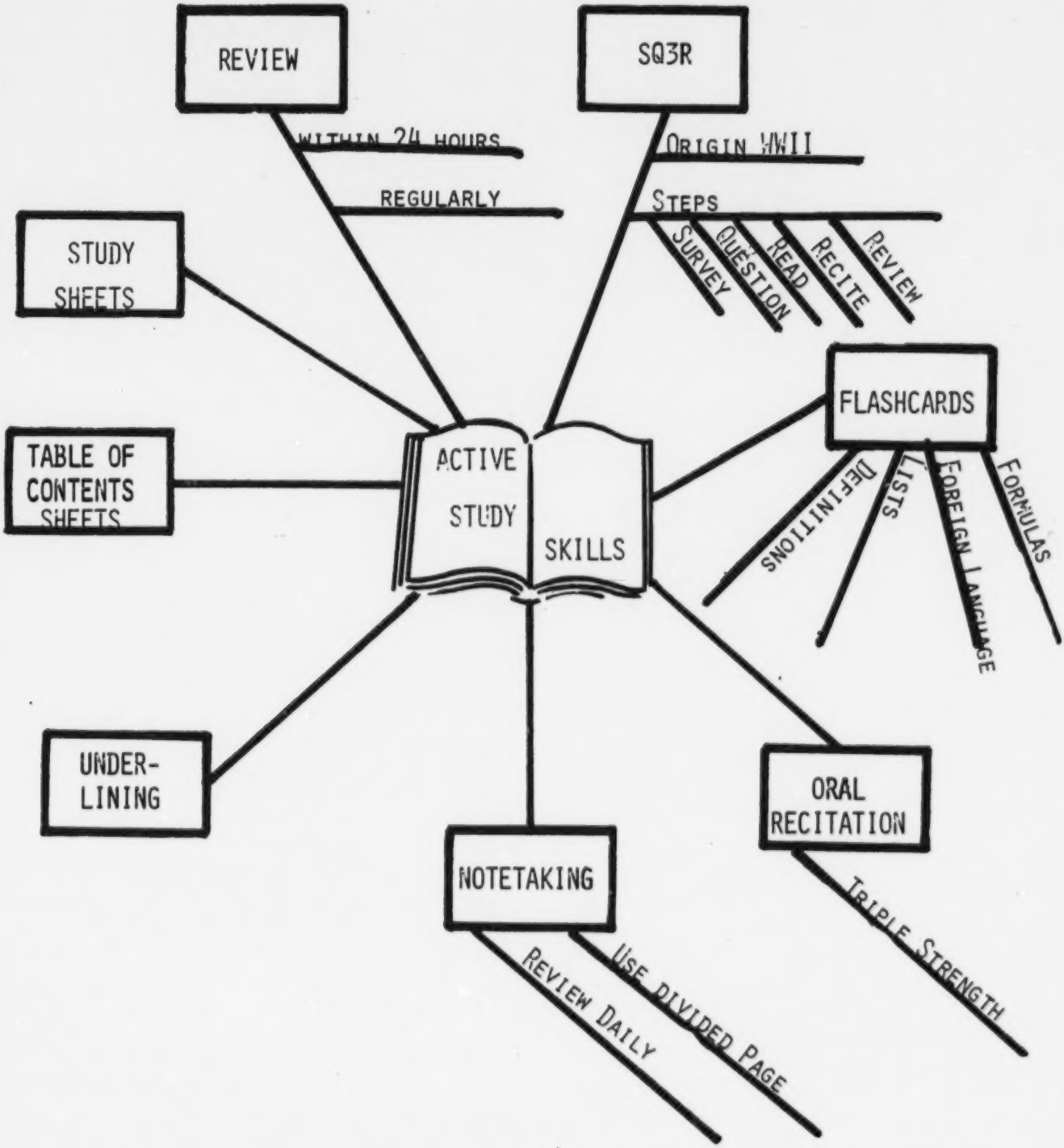
a. Check the flashcards and have students practice studying using the cards.
b. Give students an essay question and ask them to answer it in 20 minutes using their notes.
c. Go over the answers as a group and discuss the strengths and weaknesses of each.
d. Assign an essay for the next day.

Day 7:

a. Go over essay answers.
b. Go over hints for answering other kinds of questions, depending on the kind of test you give, i.e. true/false, multiple choice, or short answer.
c. Give students an old sample test and practice answering questions.
d. Review chapter content.
e. Assign students to study for a test on the chapter.

Day 8:

a. Give students a quiz.
b. Deliver a little pep talk, summarizing the study skills and the importance of learning how to learn.


REVIEW
WITHIN 24 HOURS
REGULARLY
SQ3R
ORIGIN WWII
STEPS
SURVEY
QUESTION
READ
RECITE
REVIEW
STUDY SHEETS
TABLE OF CONTENTS SHEETS
ACTIVE STUDY SKILLS
FLASHCARDS
DEFINITIONS
LISTS
FOREIGN LANGUAGE
FORMULAS
UNDER-LINING
NOTETAKING
REVIEW DAILY
USE DIVIDED PAGE
ORAL RECITATION
TRIPLE STRENGTH

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